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ABSTRACT

This implementation guide, based on the MESH model (Montana Model for Education of the Severely Handicapped), is intended to assist administrators and teachers in planning for the transition of special education students from one placement to another, with emphasis on preparation for community living and independent functioning. The 11 modules contained in the guide have the following titles and subtopics: (1) "The Transition Model" (planning, training, placement); (2) "What Difference Does Transition Planning Make?" (transition planning as a future-oriented, ongoing process); (3) "Student Needs in Transition Planning" (educational needs, effective special education programs); (4) "Parent Roles in Transition Planning" (what parents can do, how they can be involved, and when they should be involved); (5) "Professional Roles in Transition Planning"; (6) "Community Support and Cooperation" (positive community relations, interagency cooperation, informal and formal agreements, community services); (7) "Assessment for Transition Planning" (environmental and vocational assessment); (8) "Development of an Individual Education Program for Transition"; (9) "Special Planning for Transition from Secondary School into the Community" (professional roles, family role, transition issues); (10) "Funding Alternatives for Transition from School to the Community"; and (11) "Training, Placement, and Follow-Up" (teaching students with mild, moderate, and severe handicaps; teaching environments). A bibliography concludes each module. Two appendices (a glossary and sample planning forms) are appended. (JW)

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PLANNING FOR TRANSITION:
AN IMPLEMENTATION GUIDE FOR ADMINISTRATORS AND TEACHERS

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PLANNING FOR TRANSITION:
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PREFACE

This implementation guide is a product of a federally sponsored project, the Montana Model for Education of the Severely Handicapped, conducted for a three year period by the Montana Center for Handicapped Children. The guide is intended to provide administrators and teachers with basic information about transition and the MESH Model for transition planning. The format is designed for special educators to use on their own or with other staff in workshops or inservice training sessions. The guide can be read as a whole or can be used on a chapter by chapter basis. Bibliographies on transition and planning for the future are included, as well as a glossary of transition terms.

Individuals who complete the entire guide should gain a working knowledge of transition and should be aware of the issues involved in planning for the future of a child with handicaps.

INTRODUCTION

The purpose of this guide is to assist teachers and administrators with planning for the transition of special education students from one placement or level of accomplishment to another. The content of the guide is geared to practical suggestions for long-range planning which can begin at any level and continue until the student with special needs exits from school and enters community living. The guide is applicable to the needs of students with a wide-range of abilities and disabilities and to school programs with varying resources and levels of service.

This guide was written with an appreciation for the limited time administrators and teachers have at their disposal. The focus is on making the best use of both professional and student time so that special education programs produce students who obtain their highest possible functioning levels, and teachers and administrators experience a sense of accomplishment and fulfillment in their professional roles. Effective planning for transition results in sharper focus of instruction and clearer, more realistic educational goals. The practice of looking ahead and planning for the future gives purpose and meaning to both the teaching and the learning process in special education.

MODULE 1: THE TRANSITION MODEL

In its present usage, transition has the specific meaning of "movement from the security and structure offered by school into the opportunities and risks of adult life, including employment, living arrangements and social life (Will, 1983). To date, the focus of the transition movement has been on preparation for the tremendous changes and adjustments which a student with special needs experiences as he or she leaves secondary school and begins to function in the adult world.

In the recent past, planning for the transition from high school into adult living has been informal at best. Most reports of transition planning have described limited processes, involving a few professionals, with little or no focus upon the child or family (Illinois State Department of Education, 1980). This neglect has occurred for a variety of reasons. Teachers have reported that they do not have time to handle the necessary "additional" work of planning for the transition of their students. The mobility of families and the lack of coordination and uniformity of services within the state also interfere with planning. In addition, transition planning has frequently been viewed as less important than other aspects of programming (Illinois State Department of Education, 1980).

Contrary to previous assumptions, the importance of systematic planning for transition is now becoming clear. Many school systems are finding that their graduates from special education are ill-prepared to make the transition into the demands of the "real world." The Office of Special Education and Rehabilitative Services (OSERS) has estimated that between 50 and 75 percent of working-aged disabled persons are unemployed (Will, 1983). If the value of special education is measured according to how successfully it prepares students for their future lives, then special education as it is currently being offered is clearly not effective. Failure to plan for transition has resulted in needless stress and in lost time and opportunity for students and their families.

Impetus for transition planning has come from a number of quarters, but particularly from initiatives out of OSERS and the encouraging results of research in the field of severe disabilities (See Bibliography). Focus on the transition from school to work is resulting in a re-examination of special education curriculum at the secondary level, renewed emphasis on cooperation between public schools and community agencies, and even in legislation which mandates planning for transition (e.g., Turning 22 Legislation in Massachusetts).

These efforts to plan for the transition from school to work have raised some important questions and produced valuable suggestions for changes in the delivery of special education and for coordination with community agencies. However, those who are in the process of implementing transition plans for high school students are finding that there is not enough time to prepare students adequately to meet the skill requirements of their next environment in the community.

Beginning to plan for transition when the student is 16, 18, or 22 is already too late.

Because special education students learn more slowly or in more specialized ways, it is important to keep in mind the limitations that time and resources place upon educational aspirations. Education planning for special needs students must begin early and must be future-oriented because these students have a finite number of school years in which to acquire skills. Whatever energies and resources students and their teachers have must be allocated toward learning those things which are most relevant to the student's future successful placement in the community.

THE MESH TRANSITION MODEL

The Mesh Transition Model enlarges upon the OSERS' definition by defining transition as: "an on-going cycle of planning, training, and placement which begins when the student enters special education and ends whenever the student no longer needs specialized services in the educational and/or social service system." In contrast to the OSERS definition, the MESH definition of transition acquires the broader meaning of planning for the successful movement of students from one program or environment to another. When viewed in this way, planning for transition becomes a process which can be applied to all of those times in a student's special education career when a change occurs: home into preschool; middle school into high school; high school into adult living; movement from more restrictive to less restrictive environments and so forth. Each time a transition occurs it marks the successful acquisition of a set of functional skills and begins anew the process of looking ahead to the next environment or program and a new agenda of skills to be mastered.

To facilitate the successful accomplishment of transitions, the MESH Transition Model proposes that at least every three years, as a function of the re-evaluation process mandated by P. L. 94-142, the Education for All Handicapped Children Act, consideration be given to:

*1) predicting the student's next environment(s)-- educational, vocational, recreation/leisure, and residential;

*2) identifying the entry level skills the student will need to succeed in the next environment(s); and,

*3) developing goals and objectives for the Individual Education Plan which adequately address the gaps between current levels of student performance and the requirements of the next environment.

These activities are accomplished in three phases--Plannning, Training and Placement--which can be broken into the following steps:

PLANNING

1. Assess the student's present levels of performance in all the domains which will be relevant in potential future placements;
2. Based upon current performance and the student's future needs, make a "best guess" judgment about what the next appropriate environment(s) or programs are likely to be for the student;
3. Prioritize the skill requirements of these new environments;
4. Develop an Individual Education Plan (IEP) with annual goals and

short-term objectives that address the gaps between future performance requirements and the current performance of the student.

TRAINING

1. Provide training and instruction in the current environment based upon the goals and objectives in the IEP,

2. Provide skills training and instruction on site in the identified future placements; and,

3. Determine when the student has mastered or learned to approximate the skills necessary for successful placement in the next environment(s).

PLACEMENT

1. Place the student in the new environment(s);

2. Monitor the student's placement;

3. Reteach skills, as necessary, in the new environment(s);

4. Using sending and/or receiving staff, provide follow-up assistance to insure continuing success of placement.

The MESH Transition Model can be applied in essentially the same manner each time a transition occurs, though as the student gets older it is likely that community service agencies will need to be more systematically involved in transition planning. The final transition from secondary school into adult living will, no doubt, be the most complex step, possibly involving decisions about employment, continuing education, living arrangements and social life. However, if transition planning has been an on-going process, the decisions involved in this final step should evolve quite naturally from previous planning and goal-setting.

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MODULE 2: WHAT DIFFERENCE DOES TRANSITION PLANNING MAKE?

The Montana Model for Education of the Severely Handicapped (MESH) Project tested three ideas concerning the transition of handicapped students. The first hypothesis to be tested was the notion that effective transition has to address student needs in a whole range of areas, not just in the realm of employment. While the transition movement at the national level seems to be focused almost exclusively on moving severely handicapped young adults from school placements into employment, the MESH Project intentionally decided to look at transition into all areas of adult functioning, including living arrangements, social and leisure time activities as well as employment.

The second hypothesis to be tested was the idea that planning for the eventual transition from school to adult living should begin as early as possible in a student's special education career. Because handicapped students sometimes acquire new skills at a slow rate and adjust to new situations with difficulty, it was judged that making decisions about adult living one, or even two years, before the student intended to leave school did not allow enough time to develop the necessary skills to prepare the student for the next step. Further, it appeared that early decisions, as far back as elementary and preschool, had profound effects upon the expectations a student may have for eventual placements within the adult community. For example, if a student with severe handicaps was placed in elementary school in a self-contained class with students who were not age-peers and remained in a similar classroom throughout his school years, it is likely that he would not be adequately prepared as a young adult to leave school and enter employment and living situations with other young adults. The early decision to isolate this student from agemates and from nonhandicapped students in many ways could determine the level of community integration that student would be able to achieve as an adult.

A third hypothesis in the MESH Project was that the process of planning for and executing a transition was something that should be a part of all the major changes that take place in student's special education career. It was assumed that a process could be identified which could be used in planning for transitions at any level, and further that repeated cycles of transition planning would provide an appropriate basis for the final transition from school into adult living.

In order to implement these three aspects of transition--planning for the whole range of adult activities, planning early, planning for each transition--the MESH Project decided to use as vehicles the Individual Education Plan and the three year re-evaluation process mandated by the Education for the Handicapped Act. In the implementation phase of the project, four school systems in Montana agreed to use the MESH Model for Transition and Individual Education Plans with Transition Planning Supplements for students with handicaps who were making the following transitions: 1) preschool to elementary school (Missoula), 2) elementary school to middle school (Hardin), 3) middle school to high school (Yellowstone West Special Services Cooperative), and 4) high school to adult living (Billings).

Participating school personnel and parents followed their usual patterns for preparing for an IEP meeting with the following significant additions: as part of the assessment of each student the teachers completed a School Skills Inventory and, when appropriate a Job Skills Inventory, and the parents completed a Parent Survey. Both parents and professionals projected ahead two to three years and made best-guess predictions about future placement of the student in living situations, school or vocational placements, and recreation/leisure options. Representatives from the next environment, sometimes including service providers from the community, were contacted and asked to participate in identifying the characteristics of the next environment and entry skills necessary for success in that environment. In the IEP discussion the requirements of the student's most likely next placement were matched with his or her current skill levels. Then goals and objectives were developed and prioritized to address the skills the student should acquire before moving to the next environment. Thus, the goals on the IEP were tightly linked to future needs of the student.

As special educators, administrators, agency representatives, parents, and, in some cases students themselves, began to use this process, the immediate feedback from the participants was highly favorable--so much so that three of the four sites asked to include more of their students and faculty in the project. Yellowstone Cooperative added its preschool program and a middle school classroom of _mildly_ handicapped students. Hardin included its preschool program and some high school students. The Billings system, which is the largest in Montana, decided to try the MESH process with all of its moderately and severely handicapped special education students.

The expansion of the MESH Transition Project to more students and to students with more varied handicaps produced some unexpected benefits. Nationally, the emphasis in transition has been on severely handicapped students. The MESH Project, however, has had a different focus. Because Montana does not have enough severely handicapped students to warrant a specialized approach, the MESH materials were designed from the beginning to be "generic"; that is, suitable for use with all types of special education students. With the expansion of the populations in the implementation sites, there was the opportunity to see if the MESH materials did, in fact, work as well with populations other than the severely handicapped.

Feedback from the expanded group of professionals, parents and students was highly favorable. Teachers involved in the project commented that: "This (process) has been desperately needed." "The transition model is excellent." "(This process)...gave me a sense of direction which we never had before this format." "I am very pleased with the results and feel good about the parents being involved." Parents said: "This was the best IEP meeting we ever had." "I am excited about what this process offers my son."

On the surface, the changes in the IEP process which are involved in the MESH Model are relatively simple. Why have these changes produced so much positive reaction? Why does the model seem to be helpful in planning for differing levels of students? What differences does transition planning make? At this point, of course, data on the process are incomplete and further replication and experimentation will be necessary to establish valid conclusions, but certain trends can be discerned from the data that are presently available.

It appears that transition planning as an on-going, future-oriented process has distinct advantages for special education students because it is time-conscious and reality-based. The three-year cycle of transition planning makes IEP development more purposeful and provides a mechanism for problem solving, interagency cooperation, and program-to-program coordination.

ADVANTAGES OF MESH TRANSITION MODEL

TIME-CONSCIOUS

By definition special education students are individuals with learning problems who have difficulty keeping up with the regular education program. When students are identified as handicapped and in need of special education, we assume that they will need to be taught differently if they are going to experience success. In the field of special education teachers have devised a number of teaching technologies which have been effective with various types of students.

But these technologies do not necessarily speed up the process of learning. The hard fact that must be faced in special education is that there may not be enough time for a student to reach total competence in some skills. The amount of time allotted to students in special education is finite. School ends at age 18, 21 or 22 and students and their families must then begin to cope with the requirements of adult living, whether the students' education has prepared them or not.

Utilizing the vehicle of the three-year re-evaluation, the MESH Transition Model requires that the participants project two to three years into the future and make decisions about where the student is going and what skills are needed to get there. The emphasis in planning is on identifying skills which will make the student more functional within a stated time-frame and with reference to a specific environment. For a learning disabled student leaving elementary school, the question may be: what skills should be taught to compensate for a lack of reading ability? For the moderately handicapped preschooler, the question may be: what social skills will the child need to function in a regular kindergarten classroom? When the time-frame is clear, the planning team directs its attention to achievable, practical goals and functional skills. Instead of working unsuccessfully to achieve the next developmental level or to gain a year's academic growth in a year's time, unproductive goals are abandoned in favor of goals linked to requirements in the next environment.

REALITY-BASED

Curriculum for special education students has been based on a number of different models which vary according to the degree of handicap that the student has. Mildly handicapped students are most likely to be working on academic curriculum much like that provided in the regular education program. Moderately handicapped students may be receiving education based on some combination of developmental milestones and basic academic training. Curriculum for severely handicapped students may be based upon eliminating maladaptive behaviors and teaching developmental or functional skills.

These curricula are all referenced in some way to normal development, either normal academic development or normal developmental milestones. The difficulty with these curricula is that they are not reality-based for the student with special needs. Brown et al. (1976) have suggested that, in the case of severely handicapped students, it makes more sense to base curriculum upon the "criteria of ultimate functioning." In Brown's model the curricular question becomes: what does this student need to know and do in order to perform the tasks of adult life. Wilcox & Bellamy have described Brown's model as a "top-down model" of curriculum development; that is, instead of beginning at the beginning and proceeding through every step in the normal developmental pattern, Brown's model says look ahead and teach students what they need to know to function as adults.

The MESH Model for Transition takes Brown's model one step further and suggests that for all special education students it is worth asking the questions--where is the student headed and what does this student need to know to function in the predictable future. It appears that severely handicapped students are not the only students who require a special education program that is based on real needs for future functioning. The Colorado Statewide Followup Survey of Special Education Students (1983) indicated that, while mildly handicapped students were more likely than moderately and severely handicapped students to have positive work situations, the total group of respondents still had an unemployment rate 5 times that of the normal population. Further, the respondents, regardless of their handicap, were likely to be living at home with parents and their social lives were likely to be relatively limited, with a large portion receiving infrequent or no visits from others outside the family.

Regardless of their capabilities, all special education students will eventually be faced with the demands of the adult world. If their curriculum is based, partially or wholly, upon learning tasks that are demanded by their environment and eventually upon tasks that are necessary to succeed in the adult world, then the curriculum is more clearly tied to reality. The MESH Transition Model facilitates reality-based curriculum because it interjects into the IEP process a focus on the requirements of the student's next environment and an assessment of the skills the student will need to learn to function in that environment.

PURPOSEFUL

Special education can appear to be a never-ending road if every student is expected to begin at the beginning and proceed in order through a developmental or academic sequence. Some students will never accomplish some skills. Others will only be able to approximate certain skills. It can be frustrating for parents, students and teachers to be working toward goals which are unobtainable and which may be oblique to the functional needs of the student.

Transition planning provides a mechanism for continually looking into the future and setting goals which are both attainable and practical. Freeing the IEP process from a particular academic or developmental sequence allows the IEP team members to explore the individual needs of the student and the unique requirments of the student's future environments. Goals which make sense for the individual and his or her situation provide meaning and purpose for the educational process both for the student and the teacher.

INTERAGENCY COOPERATION, PROGRAM COORDINATION, AND PROBLEM SOLVING

An important feature of the MESH Transition Model is that all of the individuals who have pertinent information about the student and his or her future environment are invited to participate in the IEP meeting. When MESH Project staff asked teachers what they most feared about transitions for their students, they said: "seeing a child lose skills because teachers in the next setting did not carry out the program," "differences in philosophy which lead to abrupt changes in program," "reduced therapy causing regression," "no continuity of care," "lower quality in future program," "lack of case coordination," and "lack of team work."

The MESH Model coordinates the efforts of the sending and the receiving environments. During the planning phase representatives from the next placement share information about the requirements of their environment. With older students, this may mean that an environmental assessment will be done of the independent living situation and projected employment site, and representatives from these future sites will assist in the development and prioritization of goals and objectives for the transition IEP. Also, adult service providers would attend to give information about eligibility requirements and sign up procedures for their services.

In the Training Phase the staff from the receiving environment is invited to observe the student in a learning situation. Staff from the sending environment acquaint staff from the receiving environment with teaching methods which have proved to be successful with the student. In the Placement Phase the student is first placed in the new environment on a trial basis. The sending staff continue to monitor the student's progress and communicate with parents and the staff from the receiving environment. If problems arise, the sending staff is available to assist with resolution of those problems and with the follow-up necessary to enhance success. Gradually, there is a fading of support from the sending environment and the placement is considered finalized.

Thus, transition planning and implementation are a means to coordinate programs and staff and to involve professionals and parents in developing practical learning goals for students. More importantly, this future-oriented planning effort can result in the development of integrated skills that will fit the requirements of the real world in which students must function as adults.

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MODULE 3: STUDENT NEEDS IN TRANSITION PLANNING

It is difficult to make general statements about special education students, since each one is unique and each has special needs which require individual planning. It is, however, both possible and useful to do some grouping of special education students in order to develop broad guidelines for educational planning. State and federal laws mandate that special education students be categorized according to handicapping conditions like learning disabled, mentally retarded, hearing impaired and so forth (See Appendix for definitions of handicapping conditions). Within each of these categories, there is a range of severity of the disability. In addition, some of these handicaps interfere with normal functioning more than others. It is possible, therefore, to classify handicapping conditions based upon the degree to which an individual's disability interferes with normal functioning.

In this frame of reference, mild handicaps are those which interfere the least with normal functioning. These handicaps may go undetected until a child reaches school and begins to face the academic and social demands of the classroom. Children with mild handicaps are likely to be fully capable of performing self care tasks like dressing, bathing, eating. Their communication skills and social behavior are normal or close to normal for their age. Though these children have trouble with academic subjects and some may have difficulty with appropriate classroom and interpersonal behavior, it is likely that they can be mainstreamed for some or all of their academic subjects while receiving some assistance from a resource program. Some mildly handicapped students need greater assistance with academic skills as they progress through school; some require alternatives to academic training. When mildly handicapped students leave school, the expectation is that they will live independently, or close to independently, as adults-- holding down jobs and enjoying a normal adult social life.

A second broad category of handicaps is moderate handicaps which are usually recognized during the preschool years because the child is significantly delayed in development. Children with moderate handicaps are usually identified early and generally require special education when they enter school. They are frequently placed in self-contained classes, though they benefit from mainstreaming for social activities with nonhandicapped peers. The student with moderate handicaps learns to take care of personal needs and to behave appropriately in social situations. Many students with moderate handicaps acquire basic academic skills as well. Though moderately handicapped individuals are capable of doing many of the activities of daily living independently, they still require a degree of supervision which continues into adult life. Individuals with moderate handicaps can be employed as adults in jobs which match their abilities and in which they receive on-going supervision.

The third category of disabilities, severe handicaps, is usually evident from birth. The individual with severe handicaps requires a highly supervised environment because these individuals develop very few independent skills. Some people with severe handicaps have serious physical handicaps which interfere with mobility. Others have few physical handicaps but may have serious mental and/or sensory handicaps. Some individuals with severe handicaps have a combination of physical, mental and sensory impairments.

Severely handicapped students sometimes have maladaptive, inappropriate or interfering behaviors which have to be modified or eliminated while more appropriate behaviors are being taught. Severely handicapped students can learn new skills, especially if those skills are taught in a concrete, repetitive fashion or if they are broken down into their smallest components, but the rate of learning for severely handicapped students is very slow. After leaving high school, severely handicapped students continue to need comprehensive care and supervision either in their parents' homes, group homes or some other supportive living arrangement. Care and assistance for individuals with severe handicaps is likely to be a lifetime need.

These categories of handicapping conditions--mild, moderate, and severe--are based upon the functioning level of the individual, regardless of the specific label they bear. For the purposes of the MESH Transition Model we have given these terms mild, moderate, and severe specific meanings; however, these terms are used more loosely in common conversation. For example, students are sometimes described as having "severe" learning disabilities. In this case, "severe" means the most extreme form of learning disabilities. In no way would a student with "severe" learning disabilities fit the category of severe handicaps as we are using the term in the MESH model. A student with "severe" learning disabilities, because of his or her near-normal functioning level, is most likely going to fall into the mild category of the MESH terminology.

EDUCATIONAL NEEDS OF SPECIAL EDUCATION STUDENTS

Though there are vast differences in functioning level among mild, moderate and severe categories of handicaps, students with these handicaps all share certain needs for their educational programs.

Age-Appropriate: To the maximum extent that is possible, educational materials and activities should be selected which are comparable to or related to materials and activities used with normal peers of the same age.

Integrated: Under the Education of the Handicapped Act, handicapped students must be educated to the maximum extent possible with their nonhandicapped peers. Removal of the handicapped child from the regular educational environment should occur only when the nature or severity of the handicapping condition is such that education in regular classes will not result in a satisfactory outcome for the student. In some cases, a regular school classroom may not be the most appropriate placement for a student, but it must be demonstrated that a regular classroom placement has been seriously considered.

Further, the law requires that in the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and so forth, handicapped students should be given the opportunity to participate with nonhandicapped students in such activities and services to the maxiumum extent appropriate to the needs of the handicapped student.

Integration is not to be confused with mainstreaming. Mainstreaming means placement in the regular classroom, while social integration means spending at least part of the day with nonhandicapped peers. For many special education students mainstreaming may not be appropriate or beneficial, but all special education students are entitled to the opportunity for social integration and most students are likely to benefit from such an opportunity.

Community-Referenced: When special education students leave the school environment, their ability to function as adults depends upon the degree to which they can meet local expectations for adult behavior. Success in the community is not related to the isolated skills that a student has acquired, but to the student's ability to integrate skills and perform normal daily activities independently. Therefore, a special education student's educational program should allow for opportunities to perform tasks in the community under the normal conditions which exist there.

Future-Oriented: The student's special education program should be linked to the requirements of that student's next environment.

Goals for the student's IEP should address the gaps between current performance and future expectations for that student's behavior.

TRANSITION PLANNING AND EFFECTIVE SPECIAL EDUCATION PROGRAMS

All students in special education share the need to be as productive, independent and socially integrated as they are capable of being. Wilcox and Bellamy (1982) have identified productivity, independence and participation as the three dimensions which can be used to evaluate the quality of life for severely handicapped individuals. Achievements in these same dimensions can be used to evaluate the effectiveness of special education programs for all special education students. The degree to which a program prepares a student to do productive work, to perform adult tasks independently, and to participate with others in social activities is the degree to which a special education program can be called successful.

A relevant, effective special education curriculum should include the mix of academic, vocational, and community-based training which helps a student to make a successful transition to adult life. For some students the emphasis in curriculum will be on a traditional academic program; for others an effective curriculum may include academic subjects with a vocational emphasis; for still others appropriate currciulum may involve an emphasis on real life experience and practice. The key factor to remember is that many special education students take longer to learn new information, so it is vitally important that their school time be well-planned and that their curriculum be relevant to their needs to be productive, independent, and socially integrated individuals.

Planning for transitions is a process for developing a student's educational program by focusing on a "best guess" about the student's next environment and the skill requirements of that environment. Because transition planning is future-oriented, it requires that parents, professionals and the students themselves continue to look ahead to the next step and plan to meet the demands of the next environment. This future orientation keeps in the forefront of planning efforts the ultimate goal for the student of successful transition from school to work, community living and social integration.

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MODULE 4: PARENT ROLES IN TRANSITION PLANNING

Many families of handicapped children function well on a daily basis by simply taking each day as it comes and not worrying too much about tomorrow. But in the back of their minds, parents have nagging concerns about what will happen to their handicapped child in the future. Many times it is difficult for parents to voice their concerns, so planning for transition can be a helpful process that brings issues out in the open and allows parents and professionals to explore various options for the child.

WHY INVOLVE PARENTS IN TRANSITION PLANNING? Parents are required by law to be included as members of the Child Study Team. When transition planning becomes a regular part of the business of the Child Study Team, parents, as members of the team, are involved in transition planning. Parents, of course, have a great deal to offer in the transition planning process. They have personal information about the child, particularly about medical history and needs, family history, independent living skills, and social/emotional development, which is invaluable for long range planning and probably unavailable from any other source. Further, parents have goals and values for their child which should be understood and supported by the professionals working with that child.

If the Child Study Team is able to determine what the family's aspirations are and what the child's needs and abilities are, then it is possible to set realistic long-range goals which are both attainable for the child and satisfying to the family.

When parents are included in the whole process of providing information, sharing values and aspirations, and setting goals, then they too can be a part of the process of realizing those goals. Some of the very real fears that parents have for the future can be addressed in practical ways which may alleviate their feelings of stress and strengthen their resolve to assist in their child's education and development.

WHAT ARE THE PARENTS' ROLES IN TRANSITION PLANNING? Parents can serve a number of roles in transition planning:

Provide information. Parents frequently can provide information about the student's daily functioning and past history which would otherwise be unavailable to the professionals working with that child.

Share values and concerns about the student. Transition planning sometimes involves making decisions about important issues like whether to mainstream a student, whether to begin community-based training, whether to abandon teaching phonics. The "right" decision in these matters is not always clear. Parents' values can have a strong influence on what options are eventually chosen.

Help to set priorities. The sequence of skills which should be taught to a special education student is not always carefully laid out, especially if those skills involve community-based training. It becomes important in the planning process to set priorities on how to spend the student's time. Sometimes conflicts arise between scheduling therapies, mainstreaming opportunities, and community-based instruction. Parents can help professionals decide how to resolve those conflicts by establishing which items come first.

Act as case manager. Because of their on-going commitment and interest, parents can be effective monitors of their child's program over time. They can draw the attention of professionals to areas which are not being covered or services which are not being provided. They can point out inconsistencies in the child's program and areas in which better coordination between programs could be accomplished.

Serve as an advocate for services. Parents can be advocates in the school system and community for those service options which are not now available, but which should be developed to meet their child's needs and the needs of others. As their child moves through the school system and into the community, parents can continue to be the most consistent and knowledgeable advocates in the service system for their child's unique needs.

Provide role models. Parents can be effective adult role models for their children with handicaps, especially if they include their children in doing some of the daily tasks that adults normally do.

Become risk takers. It is sometimes difficult for parents to let go of their children and allow them to grow up. This process of "letting go" can be particularly difficult when a child has handicaps and has required a great deal of extra care and concern from parents. There is, however, danger in restricting and protecting handicapped children unnecessarily. Children with handicaps need experience just as other children do. Parents have to be willing to take some risks and allow their children with handicaps to experience frustration and failure so that they also have the chance to learn from their mistakes.

HOW SHOULD PARENTS BE INVOLVED? For parents to be effective in the roles they assume in transition planning, they must be knowledgeable about their child's needs, the service options which are or could be available, and the processes within the school system and service agencies for accessing services. School personnel certainly have a duty to inform parents about the results of evaluations of their child and of their rights under the Education of the Handicapped Act. In addition, when plans for transition are being made, parents should receive detailed information about the options for future placements and the requirements for accessing and being successful in those environments. The more that parents know, the more that they can be helpful members of the Child Study Team which is planning transition. Ultimately, of course, the final planning decisions are made by parents.

Specific ways of involving parents can include the use of the following tools: The Parent Inventory (which provides information to be used by the CST) and the Transition Activities Checklist. PARENTS AND TRANSITION, a self-teaching workbook in the MESH series, provides a concise method for informing parents about all aspects of transition planning. "Development of the Transition IEP," Module 8 in this series, discusses specific ways that parents can be involved in the

Child Study Team process.

WHEN SHOULD PARENTS BE INVOLVED? Parents want to be involved in the whole process of their children's education, but they should be particularly included and informed about transition planning at the initial Child Study Team when the child is first identified for special education and again at each three year re-evaluation Child Study Team meeting. In addition, some transition issues may come up at the annual meeting held to review the child's Individual Education Plan.

HOW CAN PARENTS HELP WITH THE TRANSITION FROM SCHOOL TO WORK? There are a number of ways in which parents can help with preparation for transition from school to work. The following is a partial list of these activities:

1. Financial planning, including making a will, getting a Social Security number for the student, applying for SSI.
2. Making a determination about guardianship.
3. Encouraging self-reliance and independence at home.
4. Reinforcing good work habits.
5. Modeling and monitoring good grooming habits.
6. Providing sex education.
7. Encouraging and facilitating social activities with peers.
8. Helping the student to set realistic goals.
9. Encouraging the student to work at a community job or a job in the home or neighborhood.

10. Teaching daily living skills like cooking, cleaning, doing wash.

11. Encouraging money management, budgeting, saving.

12. Developing leisure time skills like participation in sports, daily exercise, hobbies, computer or table games.

Parents must begin thinking about and planning for the transition from school to work no later than when the student enters junior high or middle school. Professional staff can assist with this process by providing information about the issues involved in transition from school to work, the educational options available to the student while still in school, and the services and opportunities available in the community for adults with disabilities.

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MODULE 5: PROFESSIONAL ROLES IN TRANSITION PLANNING

Transition planning can be readily integrated into the three-year re-evaluation which is required under Education for the Handicapped Act for every special education student, but the addition of transition planning to the Child Study Team process requires that special education professionals take on some new roles that they have not been accustomed to assuming in the past.

NEW ROLES FOR PROFESSIONALS

Environmental Assessment. To plan for transition, it is necessary to have a wide variety of information about the student. Depending on the student's age and needs, assessment for transition may include information about community mobililty, recreation, leisure, self-help, social, communication, and household skills, money handling and budgeting, and vocational skills. Beyond the usual types of academic assessments and behavioral observations, transition planning requires an environmental assessment; that is, an evaluation of the skills required in the student's next environment, and an assessment of the student's present functioning level in the skill areas required in the next environment.

Best Guess. Transition planning requires projecting ahead to predict what environment the student will enter in the next year or two. Will it be preschool, a mainstream classroom, a group home, work-study? In order to make an accurate prediction of the most suitable next environment, professionals and parents need to have information about the range of options which are available or which could be made available to meet a certain student's needs. Becoming aware of options within the schools and in the community may require professionals to investigate local services and services provided in other communities.

Learning in the Community. Transition planning assumes that special education students will be taught skills that are applicable to the community in which they live and in which they eventually may work. Part of planning for the future, then, involves teaching those skills in community settings which will be necessary to help a student become productive, socially integrated and independent in that environment.

Usually, professional educators tend to think of instruction as taking place within the school or in practicum experiences which come late in the student's school career. Planning for transition, however, requires that special education, even for mildly handicapped students, be community-based to whatever degree is necessary to prepare the student for eventual integration into that community.

Case Management. For transition planning to be successful, it is necessary to follow a student's progress carefully as the student moves from one environment to another. Often students leave one special education class for another without receiving any follow-up from the former teacher. With the transition planning process the situation is different. The sending teacher or service provider works with the receiving teacher until the transition has been successfully made. Someone, either a professional or a parent, is assigned to follow the transition process over time and assume a case management role to ensure that the student is coping in the next environment and receiving the services delineated in the IEP.

Interagency Cooperation. Transition planning involves working closely with other service agencies which may presently or some time in the future, provide services to the student with handicaps. When transition planning meetings occur, it is important that service providers from outside agencies participate in that planning so that they are aware of the needs of potential clients and so that members of the planning team are aware of the array of adult services, the eligibiity requirements for those services, and the procedures for accessing those services.

FULFILLING NEW ROLES

School districts will develop different ways of fulfilling the roles which transition planning requires. Some professional staff will take on new duties, and others may change the focus of their usual responsibilities. Below you will find some possible changes or additions to various professional and community roles.

SCHOOL TRUSTEES

*Adopt policies which foster social integration and age-appropriate placement of handicapped students;

*Support opportunities for community-based education;

*Provide financial support for insurance, transportation, and teacher assistance for students learning in the community;

*Establish cooperative relationships with community agencies providing services to students with handicaps;

*Clarify graduation requirements and types of diplomas so that special education students and their parents can plan appropriately for high school graduation.

SCHOOL ADMINISTRATOR

*Arranges for in-service on transition processes for staff and parents;

*Provides release time and support for staff to do environmental assessments and to follow-up on students in transition;

*Supports social integration of students with handicaps into the normal school environment;

*Develops peer tutoring programs and other methods for informing nonhandicapped students about their handicapped peers;

*Maintains effective community/school relations;

*May serve as the representative of the local education agency on the Child Study Team;

*May chair the Child Study Team.

SPECIAL EDUCATION ADMINISTRATOR

*Encourages age appropriate educational placements for students with handicaps;

*Develops links with community agencies that provide services to students and adults with handicaps;

*Establishes links with community businesses;

*Provides in-service training in vocational and environmental assessment, community-based training, and transition processes;

*Provides training to parents in transition processes;

*Provides release time for staff to do environmental assessments and trial placements, and to provide assistance to students making the transition into a new environment;

*Seeks funds to assist with vocational training for students with special needs;

*Coordinates special education programs within the school district or special education cooperative;

*May serve as case manager for students;

*May serve as the representative of the local education agency on the Child Study Team.

REGULAR EDUCATION TEACHER

*Assists nonhandicapped students as they learn about and interact with handicapped peers;

*Adapts regular education curriculum and/or teaching techniques to accommodate the special needs of a child with learning handicaps;

*Provides opportunities for students with handicaps to socialize with age mates;

*Provides opportunities for students with handicaps to be involved in after school and extracurricular activities;

*Works with special education staff to identify skills necessary to be successful in the regular education classroom;

*Collects data on the performance of mainstreamed and socially integrated students;

*Participates in the Child Study Team process.

SPECIAL EDUCATION TEACHER

*Identifies functional as well as academic or developmental skills which students need to be successful in their next environment;

*Conducts assessment of skill requirements for student's next environment;

*Identifies community resources and programs which will assist in the student's training and development;

*Provides information to parents about community resources, including SSI and other components of adult services as they become necessary;

*Communicates with parents and supports them as they consider transition issues;

*Develops a "best-guess" prediction for the next environment in which the student will function;

*Assesses student's current level of performance;

*Develops training priorities based on the "best-guess" prediction of the student's next environment;

*Participates as a member of the Child Study Team;

*Shares information about related service needs;

*Follows up on a student's placement in a new environment;

*Assists teachers with placement of student in the new environment;

*Shares information about effective training techniques and/or teaching strategies;

*Assists teachers in new environment with problem-solving;

*May serve as case manager for students.

VOCATIONAL TEACHER OR WORK STUDY COUNSELOR

*Adapts vocational program to accommodate special needs of handicapped students;

*Conducts vocational assessment;

*Compiles a list of occupations available in the community;

*Analyzes the skill requirements of occupational opportunities in the community;

*Familiarizes himself or herself with labor and wage and hour laws;

*Provides training in vocational skills in the school environment and on community job sites;

*Matches students to community job placements;

*Monitors students in job placements;

*Maintains working relationships with community businesses;

*Contacts employers for job evaluations of students placed in community businesses;

*Participates in the Child Study Team process.

GUIDANCE COUNSELOR

*Provides career information and counseling to students with handicaps;

*May serve as a representative of the local education agency on the Child Study Team;

*May chair the Child Study Team.

SCHOOL PSYCHOLOGIST

*Assesses student (especially ability testing and observation) to determine present level of performance;

*Formulates a "best-guess" prediction about the student's next placement;

*Serves as a member of the Child Study Team;

*May chair the Child Study Team;

*Helps to establish priorities for goals and objectives in the IEP.

RELATED SERVICES STAFF

Speech Pathologist, Occupational Therapist, Physical Therapist, Adaptive Physical Education Teacher, Nurse, Social Worker and other staff

*Identify functional skills in their domains which need to be taught in order for the student to function in the next environment;

*Share information about related services which are required by the student;

*Share successful teaching techniques;

*Share information about community agencies which provide related services to adults;

*Monitor physical and/or mental health of the student;

*Suggest ways that related services can be provided while the student receives community-based training;

*Participate in Child Study Team as needed.

REPRESENTATIVES FROM PUBLIC OR PRIVATE AGENCIES

*Share information about eligibility requirements for their services;

*Share information about entry level skills required to benefit from their services;

*Provide information about community options for living arrangements, transportation, jobs, leisure time activities, case management, and financial resources;

*Begin process for making student eligible to enter programs (i.e., place on waiting lists, fill out preliminary forms, write IWRP);

*Participate in Child Study Teams as appropriate.

DOES TRANSITION PLANNING TAKE MORE TIME?

The addition of transition planning to the IEP process does take more time. Preparation for the IEP takes longer because staff need to do environmental and functional assessments, and parents must complete a Parent Inventory. The IEP meeting itself may also take longer because more participants are present and more information must be shared. The experience in the MESH Project training sites has been that IEP meetings with the additional transition components lasted an average of 30 minutes longer than routine IEP meetings. MESH experience also indicates that this extra time results in fuller discussion of the issues and in the development of more functional and appropriate IEP's.

DOES TRANSITION PLANNING COST MORE?

Implementation of transition planning may cost somewhat more than current practices. Teaching staff will need additional training so that they can do environmental assessments and can become proficient in community-based education. As Wilcox and Bellamy (1982) point out: "special educators may not currently have the content skills to develop student competence in domestic living, local work, or community mobility; they may also lack the process skills to help students gain access to SSI and other components of the adult service system."

Another additional cost is for release time to allow teachers to go into the next environment to make assessments, to monitor students, and to help the staff in the new environment solve problems.

IS TRANSITION PLANNING WORTH THE COST AND TIME INVOLVED?

The reaction from the implementation sites in the MESH Project indicates that it is well worth the additional effort to do transition planning. Unless planning in special education is connected to future goals for students, then special education can become a meaningless exercise involving the acquisition of unrelated or impractical skills. Success in adult living should be the ultimate goal of special education. The achievement of this type of success requires the ability to integrate basic skills into performing complex acts in the community. Transition planning, because it links present educational programs to the future needs of students, assures that these programs will be meaningful and will produce graduates who have an increased ability to participate in the community and live independently.

MODULE 6: COMMUNITY SUPPORT AND COOPERATION

POSITIVE COMMUNITY RELATIONS

Good community relations are crucial to the success of all educational programs, but they are particularly important to special education programs which involve community-based training. Since community-based training is a significant departure from the kinds of instruction that normally have occurred in special education, people in the community may not be prepared to see a variety of handicapped children and youth receiving instruction in the community instead of in the classroom. Special education administrators can strengthen their programs and facilitate transition of special education students into the community by making specific plans to educate the community about the abilities and disabilities of students with handicaps. To establish rapport with the community, it is important that community-based educational programs receive local media coverage and that various civic groups be informed of the value of community-based training and social integration.

Besides civic groups and the media, it is essential for special education programs to have a good relationship with the business community. Special education administrators and work study counselors should spend ample time in the community, contacting businesses and establishing personal relationships with employers. Special educators should become well known to the business community so that they develop credibility with those individuals who do the hiring. It is helpful for special educators to join business-related civic groups like Rotary, Kiwanis, or the Chamber of Commerce. Over time the business community should begin to see the special education program as a potential source of dependable, trained labor.

Special education staff should encourage parents to take part in establishing good relationships with the community. Parents can be strong advocates for the acceptance of the handicapped, for accessibility in public buildings, and for more support services in the community.

Good public relations should not be something left to chance. A special education program which is serious about adopting and using transition planning must have in place a specific plan for continuous cultivation of community relationships and support. According to Project Work Ability (California, 1984), a public relations campaign should emphasize:

*Erasing negative stereotypes surrounding handicapped students by promoting a positive, productive image of students as contributing members of society,

*Educating community members on the quality of the vocational training and preparation provided to the students and the success rate of the transition program,

*Popularizing the benefits that will accrue to organizations and businesses in the community and society as a whole when students with special needs are brought into the work arena through the transition program.

In some communities it may be helpful to establish an advisory group consisting of local business and civic leaders and parents who can advise the special education program about the community's labor needs and the effectiveness of the training that students are receiving. Such an advisory group can share in the responsibilities for informing the community at large about students with special needs.

INTERAGENCY COOPERATION AND COORDINATION

In addition to establishing good community relations, a special education program utilizing transition planning must also establish a cooperative relationship with social agencies so that school services can be coordinated with community services. The process of gradually integrating students with special needs into the mainstream of community life can require a multitude of services from various agencies outside of the school. At the local level interagency agreements should specify the ways that school programs and community agencies can work together to assure the provision of qualilty services to students with special needs.

Interagency agreements are necessary:

*To prevent duplication of services,

*To provide a continuum of services,

*To provide continuity between services that are related or dependent on one another,

*To save resources,

*To identify gaps in the system,

*To develop a unity of approach among service providers, *To provide a reliable mechanism for sharing information.

INFORMAL AGREEMENTS

Informal agreements refer to those arrangements in which the school and community agencies work together without a written contract for an indefinite period of time.

Informal links, which frequently evolve naturally, can be valuable in promoting community awareness and interagency cooperation. However, informal agreements can break down easily and misunderstandings may arise which cannot be ameliorated because there is nothing in writing which describes the relationships among agencies.

MEMORANDUMS OF UNDERSTANDING

Memorandums lie somewhere between informal and formal agreements. They allow for most of the benefits of informal agreements while still providing something in writing which can be used for prompting action or for later referral. The memorandum may be a policy statement issued by the school or service agency, or an informal written agreement to service coordination.

FORMAL AGREEMENTS

A formal agreement is a written policy statement, similar to a contract, which establishes the terms and conditions under which two or more agencies will cooperate. Formal agreements should clearly delineate the purpose for the agreement, the roles and responsibilities of each agency involved, and the specific ways the agencies agree to cooperate.

COMMUNITY SERVICES

Communities vary in the types of services which may be available. It is very important for special education staff to compile a list of local services with information about how to access those services.

Here is a partial list of common community services:

*Case management

*Respite

*Advocacy

*Adult Education

*Vocational Technical Education

*Mental Health (Diagnosis and Counseling)

*Sheltered Workshop

*Day Activity Center

*Senior Day Activity Center

*Job Placement Service

*Vocational Rehabilitation

*Visual Services

*Group Homes

*Disability Groups (ARC, ACLD)

*Transitional Living

*Attendant Care

*Public Health

*Human Resource and Development Council

*Independent Living

*Foster Care

*Social Security

*Medicaid

*Special Transportation

*Nursing Homes

*Community Recreation

*Art and Music Therapy

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MODULE 7: ASSESSMENT FOR TRANSITION PLANNING

A comprehensive assessment for transition planning includes two components which otherwise might not be included in a re-evaluation: an environmental assessment and a vocational assessment. With a young child a vocational assessment may not be appropriate, but it may be necessary to assess prevocational skills or work habits which later will become important in vocational training.

ENVIRONMENTAL ASSESSMENT

Environmental assessment refers to the process of evaluating the characteristics of an environment to determine what skills are necessary to function in that environment. The environmental assessment can then be matched to a student repertoire inventory which identifies the skills that a student currently possesses. Whatever skills are necessary for the environment, but which the student does not have in his or her repertoire, must then be taught or developed.

An environmental assessment may be just one part of a larger ecological assessment. Brown, *et al.* (1979) describe ecological assessments as evaluations of *all* the environments in which a student must function--home, school, work, leisure-time. Items for an ecological inventory are identified from an extensive listing of skills performed by nonhandicapped age peers in a variety of community environments. The handicapped student is, then, assessed in terms of performance of the identified skills. Specifically, the steps for conducting ecological inventories are:

1. Dividing the curriculum into domains; such as, domestic,

vocational, leisure-time and community;

2. Listing the environments within each domain;

3. Delineating the subenvironments within each environment;

4. Describing the activities that occur within each subenvironment; and

5. Outlining the specific skills required or expected in order to participate in each activity in each environment.

Once skills have been identified for each environment, then student repertoire inventories can be given. These inventories are a method of measuring a student's current level of performance against the skills identified in the ecological inventory; that is, against skills performed by nonhandicapped age peers in the same environments (Falvey, et al., 1980). The steps in conducting a student repertoire inventory are:

1. Listing the skills performed by nonhandicapped age peers for a given activity;

2. Observing and recording whether the student is able to perform the skills performed by nonhandicapped age peers for a given activity;

3. Conducting a discrepancy analysis of the student's performance against his or her nonhandicapped peers' performance (Note: a discrepancy analysis is an analysis of the difference between what is required in the environment and what the student can actually do);

4. Utilizing one of the following options if the student is

unable to perform any of the necessary skills:

A. Teach the student the missing skill,

B. Develop an adaptation of the missing skill,

C. Teach the student to perform a different but related skill.

If, for example, a student were going to work as an order clerk at McDonald's, it would be necessary to inventory the skills performed in that environment by a nonhandicapped order clerk. Then the student's performance of those skills would be inventoried. Any skills which the student did not have in his or her repertoire would to be taught or developed. If being an order clerk required the worker to read an item list, then, if the student could not read the items, he or she would have to be taught to read those items or to use a substitute item list (perhaps one with pictures).

VOCATIONAL ASSESSMENT

DEFINITIONS

Vocational assessment has been interpreted in a variety of ways, ranging from an informal information collection procedure to an extensive, formal battery of tests. Sitlington and Wimmer (1978) define vocatinal assessment as "a continuous process of obtaining information about student performance in areas related to the world of work." While Botterbusch (1976) defines vocational assessment more narrowly to mean: "the process of assessing a person to determine the specific nature of his or her aptitudes, skills, characteristics, and work-related behaviors."

For the purposes of transition planning both types of vocational assessment--the on-going, informal evaluation of work related skills and the time-limited, in depth testing of work-related domains--are necessary to acquire all of the information to make best guess predictions for the future and to develop plans for current vocational training. Vocational assessment for transition purposes is not a "one shot deal," nor is it a superficial spot check of behaviors. Vocational assessment must be a planned schedule of different types of measurements which provide the clearest picture possible of a student's vocational aptitudes and interests.

PURPOSE OF VOCATIONAL ASSESSMENT

In the view of an increasing number of professionals (Wehman, Kregel & Barcus, 1985), there should be a vocational component to a junior and senior high special education student's total educational evaluation. Determining appropriate vocational placements for handicapped students is as critical to the successful outcome of those students' education as appropriate educational placement. Thus a comprehensive evaluation should include those types of information which are helpful in planning career education like aptitudes, interests, academic and communication skills related to work, and work-related physical and social abilities.

Vocational assessment should lead to appropriate vocational counseling. Students with special needs have often been left out of the guidance counseling program--an omission which is particularly detrimental to them, since students with special needs require more help than regular students in the identification of realistic job placement alternatives. Special needs students and their families may not be aware of the range of choices that exist, or even that there are possibilities for employment of special needs students.

Appropriate vocational assessment provides:

*A clear profile of student needs and abilities so that a total career development program can be initiated for each student;

*A direction for pre-vocational and life-skills training;

*A recommendation for placement in vocational education programs and suggestions for teaching techniques and necessary support services;

*An indication of opportunities for job placement;

*Information to students and families which is helpful in long-range planning for transition from school to work.

VALUE OF VOCATIONAL ASSESSMENT

Information from a vocational assessment is valuable for generating alternative courses of action and potential career alternatives. Assessment information may be used for:

*Planning for individual students,

*Developing and funding programs,

*Assistance in integrating special needs students into existing programs,

*Developing job opportunities.

COMPONENTS OF VOCATIONAL ASSESSMENT

According to Phelps and McCarty (1984) comprehensive vocational assessments should include some or all of the following activities:

1. Cumulative Data Review

A cummulative data review involves examination of a student's school records to glean information about the student's academic strengths and weaknesses, medical history, attendance record, and other items relevant to vocational planning.

2. Observation of the Student

Two types of information can be gleaned from systematic observation of the student: level of adaptive behavior and learning style.

ADAPTIVE BEHAVIOR

The student's level of adaptive behavior can be a key factor in eventual job success. It is not uncommon for special needs students to demonstrate adequate vocational skills in a sheltered workshop or school setting, only to fail at performing the same work in a community setting. These failures in the community are often due to the student's inability to adapt to the behavioral demands of the work setting. Assessment of adaptative behavior can be done through a combination of observation and use of adaptive behavior checklists. The following areas should be considered:

*Social behavior, including the ability to interact with others in a manner appropriate to the student's age and sex,

*Self care skills, including the ability to meet acceptable grooming standards and take care of personal needs,

*Affective skills, including the ability to interact with others in an acceptable manner, to accept criticism, to follow orders, to deal with angry feelings.

LEARNING STYLE

Through observation of the student in successful learning situations, the evaluator can determine the student's learning style ; that is, the ways that he or she seems to learn best. Careful observation can reveal the environmental, emotional, social and physical variables that influence the student's learning. Such an analysis focuses on those elements in the environment which seem to enhance learning like types of reinforcers, the pace of work, the complexity of the task, the ways that information is provided, the number of breaks, the opportunities for social interaction and so forth.

3. Interviewing

Interviewing is an assessment activity that involves obtaining pertinent information about students from those who are acquainted with them and also from the students themselves.

4. Psychometrics

Psychometrics involves formal testing of achievement, motor skills, and/or interests. These assessment devices are typically norm-referenced paper and pencil tests, with known reliability and validity.

5. Work Samples

A work sample is a work activity involving tasks, materials and tools that are identical, or as similar as possible, to those used in an actual employment situation.

6. Production Work

Production work assessment involves assessing a student's work performance on tasks involved in an industrial production project; such as, the types of contracted work that are typically done in sheltered workshops.

7. Simulated Job Stations

Assessment of performance in simulated job stations allows the evaluator to observe how the student performs a particular job under the working conditions which are typically associated with that job.

8. On-the-Job Assessment

On-the-job assessment takes place in an actual job setting. In this situation the assessment may be conducted by the manager/supervisor using the standards which the manager uses with other employees.

9. Skills Check

A skills check is a very specialized form of diagnostic test that is specific to a particular vocational training program. It is based on the verbal and numerical skills which are considered essential prerequisites for successful participation in a particular vocational course. Only those skills which students are assumed to possess, prior to entering the vocational course, are measured. Since the skills check is based solely on a list of skills, it is a criterion-referenced test. The criteria, or standards, are the skills themselves.

A skills check measures the level of mastery a potential student possesses on a selected group of skills. It is specifically designed to point out weakness in prerequisite skills. Through the evaluation of a skills check, an instructor can spot, at a glance, those specific skills in which the student is deficient. Using this information, the instructor and student can plan an individualized course of study to overcome deficiencies in prerequisite skills. If the student's deficiencies are serious, an individualized plan might be developed for extensive remedial study prior to the student's enrolling in the vocational course. On the other hand, if the student's deficiencies are minor, the instructor may prescribe a series of review units to be studied concurrently with the regular course.

Psychometric tests; cumulative data review; and interviews of peers, parents, teachers, and students themselves are generally ongoing assessment activities. As students begin to explore specific occupational areas, assessment activities such as work samples, skills checks, and production work may be helpful. After students have acquired basic work habits and job skills, assessment activities may take the form of monitoring students at simulated job stations or in on-the-job training placements.

ADAPTATION OF VOCATIONAL ASSESSMENT FOR SPECIAL NEEDS STUDENTS

Because students with special needs may have limits on their physical stamina or mental concentration, it may be necessary to adapt vocational assessment procedures. The following are some suggested adaptations:

*Use practice or training items to familiarize the student with testing procedures,

*Minimize the student's anxiety by administering easier items first,

*Administer performance items first if the student has limited verbal ability, and verbal items first if the student has limited performance ability,

*Arrange the testing area to accommodate the special needs of the student,

*Allow extended time limits if the test is measuring a student's capacity for performance rather than speed,

*Shorten test periods to allow for fatigue.

Vocational assessment is an important step, one that should not be overlooked, in the process of planning and developing appropriate educational programs for special needs students. A comprehensive vocational assessment should be adapted to measure the student's abilities and not just disabilities and should include information about work habits, social skills, learning style, and ability to perform actual jobs in the working environment.

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MODULE 8: DEVELOPMENT OF AN INDIVIDUAL EDUCATION PROGRAM FOR TRANSITION

The Individual Education Program (IEP) is a written statement of a handicapped student's individualized education program, including:

* The student's present level of educational performance,

* A statement of annual goals and short-term objectives,

* A statement of specific special education and related services to be provided and the extent to which the student will participate in regular educational programs,

* The projected dates for initiation of services and the anticipated duration of such services, and

* Objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

An IEP must be in effect before any qualifying student can receive special education. For handicapped students identified during the school year, an individual education planning meeting must be held within 30 calendar days of the determination that special services are needed. Once an IEP is written, it must be implemented immediately. IEP's must be reviewed annually and a student in special education must receive a comprehensive re-evaluation every three years. In Montana, meetings at which comprehensive evaluation information is shared and a determination is made about whether or not a student is handicapped and in need of special education are called Child Study Team meetings. The IEP meeting, during which the Individual Education Program is written, may be held concurrently with the Child Study Team meeting, or the IEP meeting may occur by itself.

THE IEP AND TRANSITION PLANNING

The IEP document is a powerful tool for planning a special education student's education. Under the provisions of the Education of the Handicapped Act, parents and professionals work together at a joint planning meeting to produce a student's Individual Education Plan. All participants, including parents, are involved in what is proposed, and each participant can learn from the others.

The individualized education plan which is developed must govern the provision of services to the student and the decision about where those services are to be offered. Schools are accountable for offering the services called for by the plan, although they are not accountable if a student does not achieve the annual goals so long as the appropriate services have been offered.

Thus, the IEP is a significant document because it requires joint participation of parents and professionals, facilitates planning for special education students, and holds districts accountable for the provision of services.

The IEP can also be a powerful tool for transition planning. The MESH Project has proposed that transition planning occur at least every three years in conjunction with the required three-year re-evaluation. Generally, in a re-evaluation meeting, the planning team projects ahead just one year and considers the educational goals for the student in the coming school year. The MESH Project has suggested adding one further step to this planning process: to project ahead further than one year, making a best guess prediction about where the student will be in two or three years. The MESH transition process asks the planning team members to look farther into the future and identify future environments in which the student will need to function.

DEVELOPING THE TRANSITION IEP

Developing a Transition IEP involves all the same elements as a regular IEP with a few additions that assist with long-range planning.

PREPARATION FOR THE TRANSITION IEP

Assessment. In addition to the comprehensive evaluation of the student's academic skills, preparation for a transition IEP requires information in domains other than academics. Assessments may also need to be done in domestic/daily living skills, pre-vocational or vocational skills, community skills, and personal/social skills. Most importantly, a study should be conducted of the skill requirements of the possible environments in which the student may function. For example, if the student is soon to leave primary school for middle school, the possible middle school environments should be studied. Then, an inventory should be taken of the student's present skill repertoire to see which of the skills required in the new environment the student already has in his or her repertoire. For example, if it is necessary to ride a school bus to attend middle school, does the student have "bus riding" skills or will these skills need to be taught?

Community Opportunities. If the student who is being evaluated will require community-based training or will be moving in the near future into adult services, it is necessary to arrange to have community service representatives present at the IEP meeting or to have individuals who are knowledgeable about community services available to provide information.

Parent Information. Parents need some advance warning when they are going to be participating in a transition planning meeting. They should be aware of the options which may be discussed in the planning meeting, so that they can consider how those options match with their family's values and aspirations for the student. It is also helpful for parents to fill out a Parent Inventory which identifies the skills the parents see that their child has in home and community settings. Often parents have more information about certain skill domains than educators do because they see their child in a wider variety of settings.

Wilcox and Bellamy (1982) suggest that parents be given the opportunity to look through a catalog of "locally available activities" and select those activities which they would like to see their child be able to perform. Based upon their choices from the catalog of activities, parents can then join with professionals in selecting and prioritizing goals for the IEP.

Vocational Assessment. For older students, it is necessary to have specific information about aptitudes, career interests, and other work-related skills. Formal testing of vocational abilities should occur as part of a comprehensive evaluation beginning in the student's adolescent years.

Related Services. As professionals from related service fields like speech and language, occupational or physical therapy do their assessments, they need to keep in mind the requirements of the student's next environment and need to consider how the services they provide could be delivered in the next environment.

Representatives of the Next Environment. If transitions are to be made smoothly, it is critical that representatives from the student's next environment be present at the IEP planning meeting and participate in the discussion.

Case Management. As preparations are being made for a transition IEP, it is important to identify one individual who will be responsible for following through on the student's transition to make sure that the commitments made in the IEP actually do occur in the next environment. When the transition is from program to program within a school district, there is a legal requirement that services be provided. With adult services there may be no legal requirement to provide service, but there is often a commitment of effort which needs to be monitored. The case management responsibility should fall on one individual who has the freedom to observe the student in the next environment. This individual may be a parent, teacher, social worker, administrator or counselor, but it is important to be clear about who is responsible for monitoring the transition process.

Student Participation. The Education of the Handicapped Act provides that a student may be a participant in the IEP meeting, if that is appropriate. When transitions are being considered, it is particularly appropriate to consider the wishes of the student involved and to encourage the student's participation in the planning, if that participation is at all possible. Certainly by early adolescence, many special education students have the maturity and ability to express their personal desires for planning their future.

ASSISTANCE WITH PREPARING FOR A TRANSITION IEP

The MESH Project has developed five documents which may be helpful to parents and professionals as they prepare for a Transition IEP (See Appendix B).

Child Study Team Worksheet. The Child Study Team Worksheet identifies all of the types of information that will be needed to develop the IEP. Completing this document in advance of the IEP meeting is a good way of assuring that all of the necessary information will be available for planning.

Transition Checklist. The Transition Checklist is a brief document which helps to identify the responsibilities and tasks in transition planning for the professionals preparing for an IEP meeting. Following this checklist helps to insure that no step is overlooked and that all of the elements for planning and executing a transition are addressed.

Job Skill Inventory. This questionnaire helps to identify the characteristics of particular jobs and the work settings in which they take place. The Job Skill Inventory provides information about the skill requirements for students entering into that type of employment.

School Skills Inventory. The School Skills Inventory assesses the skills required to function in a particular school environment.

Parent Inventory. The Parent Inventory provides information about the student's skills in community mobility, communication, recreation, leisure, personal care and appearance, sexual maturity, social maturity, household skills, meal preparation, money handling and budgeting, and vocational skills.

There is one caution in using the Parent Inventory. The items on the inventory refer to basic skills in a number of areas. Because profoundly handicapped individuals may not be able to perform the skills listed, filling out this inventory can be a discouraging exercise for parents. With children functioning in the profound range, it is more productive to complete an open-ended questionnaire with items like: What do you see as your child's strengths? What skills would you like your child to learn during the next year?

THE TRANSITION IEP

The Transition IEP has all of the required elements of an IEP plus the additions of information about: community-based instruction, vocational education, future placement, social integration, skills in nonacademic domains, performance criteria in future environments, and annual goals which are linked to future needs. A review of the sections of the Transition IEP indicates the following differences:

Special Education to Be Provided. Besides the usual indication of some type of classroom instruction (resource room, regular class, self-contained class), a transition IEP may indicate that the student will receive some community-based instruction or will participate in vocational training in a vocational program or on the job.

Extent of Integration into Regular Programs. The Education of the Handicapped Act requires that special education students receive service in the least restrictive environment and that they have the opportunity, whenever possible, to interact with nonhandicapped peers. In a transition IEP particular emphasis is placed on social integration in whatever environments the student may be receiving instruction. This social integration may occur within the school or the community or both.

Related Services. Related services are all of those services which a special education student requires in order to benefit from his or her education. If a student is receiving training in the community, it may be necessary and helpful for related service personnel to evaluate the student's needs for related services in the community setting. For example, a student who requires physical therapy may benefit from adjustments or modifications which the physical therapist can suggest for the community environment.

In addition, it is important to plan in the IEP the scheduling of related services so that students do not miss out on the therapies they need because they are spending a portion of the day in community-based training.

Domains. In a transition IEP, the team considers other domains in addition to academic skills; such as, domestic/daily living skills, community skills, prevocational/vocational skills, personal/social skills and recreation/leisure skills. While some mildly handicapped students will have few needs in special education beyond remediation of academic subjects, other domains besides academics should be evaluated nonetheless. For example, many mildly handicapped students have limited repertoires of social skills, and it is these deficits, rather than academic deficits, which one day may hamper their successful integration into the community.

For moderately and severely handicapped students, it is imperative to consider all aspects of human development so that these students can be prepared by their special education to meet the complex, interrelated demands of adult living.

Performance Criteria for Future Environments. This section is an entirely new part of the IEP designed specifically to address transition. In this section, the team supplies data about the skills required to function successfully in the domain in which the goal is being written. This information is supplied through an analysis of those "next environments" in which the student is likely to be living, working or going to school.

Annual Goals. The team can write and prioritize the annual goals based upon the gap between current levels of performance and what the student should learn to function in a future environment.

With these simple additions to the format, the Transition IEP enhances the value of the IEP process by providing a method for analyzing the student's future skill needs and matching those needs to instruction. The IEP, then, becomes a way to document a plan for the future and tie current goals to long-term outcomes.

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MODULE 9: SPECIAL PLANNING FOR TRANSITION FROM SECONDARY SCHOOL INTO THE COMMUNITY

Transitions are a normal part of becoming an adult. All young people as they leave high school face the necessity of making a number of choices about careers, living arrangements, and social goals. For persons with disabilities, these important transitional decisions are frequently complicated by prejudices in the community against the handicapped and by the need to deal with an unfamiliar array of adult services for the disabled.

END OF SCHOOL SERVICES

The age when students must leave school varies from 18 to 22 according to various state laws. At whatever age students graduate from school, they leave behind the guarantees of service which go with the Education of the Handicapped Act. Adult services have different entrance requirements and methods of operation from school services. Also, unlike educational programs, adult services can have waiting lists. Unless there is careful planning in advance of graduation, special education graduates may find themselves out of work and out of the mainstream in their communities.

BRIDGES FROM SCHOOL TO ADULT LIFE

An estimated 250,000 to 300,000 students leave special education each year. The processes that these students use to make the transition from school to work vary from person to person. Madeline Will, Assistant Secretary for the Office of Special Education and

Rehabilitative Services (1984) suggests in a statement of policy from her office that there are three possible bridges between school programs and employment: no services, time-limited services, and on-going services.

Many special education students never require any special assistance to make the transition from their school program into employment and adult living. Will (OSERS, 1984) points out that "many individuals making the transition...rely on their own resources or those generally available to all citizens, locating and taking advantage of work opportunities without using special disability services." These individuals may obtain a job through work experience gained in high school or by using family social connections to locate a job.

A second method for successful transition is the use of what Will calls "time-limited" services; that is, those agencies which assist prior to and during the period of transition and then withdraw their services once the individual has made the transition. Vocational rehabilitation services and postsecondary vocational schooling are two examples of time-limited services which may prepare an individual to make the transition from school to work.

A third bridge from school to work is on-going services that provide continuing support so that individuals with disabilities can obtain employment and stay on the job in spite of some severe mental and/or physical limitations. Supported employment combines the continuing provision of training, supervision, and support services with actual employment and normal employment benefits.

SPECIAL ROLES IN TRANSITION

NEW ROLES FOR PROFESSIONALS: Transition planning can be readily integrated into the IEP process which is required under the Education for the Handicapped Act, but the addition of transition planning requires that special education professionals take on some new roles that they have not been accustomed to assuming in the past (See Module 5 in this series for a more complete discussion of professional roles). For example, special education teachers and administrators must familiarize themselves with the options for adult living which are available or which need to be developed in their community. They must become knowledgeable about eligibility requirements and methods for accessing adult services.

Once they have informed themselves, special education personnel must develop ways of sharing that information with parents so that families are aware of the community services which may be available in the future. In addition, special education staff should accept the responsibility of informing parents about issues like guardianship, financial planning and sex education which must be resolved during the transition planning process. It is not the role of special education staff to make difficult decisions for parents, rather it is their role to inform parents about the need to resolve the issues and to make resources available to help families as they consider these problems.

The transition planning process goes much more smoothly and results in more effective goals and objectives, if parents are informed early about the issues they face and are given the time and the resources to make good family decisions.

THE FAMILY'S ROLE. As high school graduation approaches, there are a number of decisions which families and students have to make about aspects of adult living.

Independence. As students with disabilities approach graduation from school, it is important for them and their families to face the issue of how much independence it is realistic to expect that the students will be able to achieve. Sometimes parents of handicapped children fall into the trap of being more protective of their children and doing more for them than is really necessary. As Brown _et al._ (1976) point out, each task that disabled young adults can perform for themselves is one less task that someone else will have to be paid one day to do for them.

School personnel can help parents teach the handicapped student skills that lead to independence like independent travel, self-care activities (especially bathrooming), money management and decision-making. But ultimately, parents have to decide how much they are willing and able to let go of their parental role and allow their handicapped children to be on their own.

Guardianship. State laws vary, but under Montana law parents have no legal responsibility or control over their child after he or she reaches age 18, unless the parents apply for guardianship through the district court. Not having the power to act for an incapacitated child can be a problem for a variety of reasons, especially should the occasion arise that the incapacitated individual needs medical treatment and cannot sign the medical release forms.

The guardianship issue should be considered carefully by families in light of a specific child's needs. Guardianships may only be appointed to meet the actual mental and physical limitations of incapacitated persons. The guardianship must be designed to encourage the development of maximum independence of the ward and may be used only to promote and protect the well-being of the incapacitated person.

In Montana, there are three levels of guardianship: full, limited, and conservatorships. Full guardianship carries with it the full rights and responsibilities of parenthood. Limited guardianship allows guardians only those powers and duties specified by the court's order. Conservatorships allow for the management of property or financial benefits on behalf of an incapacitated person.

Social Security Number. It is necessary for a student who is receiving community-based vocational training or who is about to leave high school for employment in the community to have a social security number. As part of transition planning, parents should be encouraged, if they have not already done so, to acquire a social security number for their child.

Sex Education/Birth Control/Sterilization. A young adult who is headed for a more independent life after high school graduation certainly will need the information and skills to deal with sexual maturity. Families should consider how much and what kind of sexual education would be useful and may also need to deal with issues of birth control and/or sterilization.

Physicians and hospitals generally refuse to do sterilization surgery without a court order which authorizes the surgery. The courts, for their part, are uncertain whether they have the jurisdiction to order a sterilization. If a family is considering sterilization of a handicapped child, the family will definitely need to consult legal counsel for help with this issue.

Marriage. State laws governing marriage vary, but young adults, whether they are disabled or not, are free to marry when they have reached the legal age and complied with other state requirements.

Driving/Transportation. Whether or not a disabled teenager can get a driver's license depends upon the instruction the student receives and the student's level of skill and judgment. In planning the transition from high school, it is important to discuss the realistic possibilities for a student to receive driving instruction and pass the driver's test. If a student is unlikely to pass a driving test, then plans should be made to assist the student in learning to use alternative means of transportation like public buses.

Young adults with physical disabilities can learn to drive with appropriate physical modifications of their automobiles. The local vocational rehabilitation office can supply information about hand controls and other such devices.

Draft. When a young man reaches 18, he must sign up for the draft at the local post office. If his handicaps prevent him from serving in the military, there will be no question of his being drafted.

Voting. Laws on voting rights vary from state to state, but in general voting rights cannot be limited for disabled individuals except by specific guardianship agreement.

Financial Planning.

SSI. If a young person has not previously received Supplemental Security Income (SSI), he or she should sign up at the local Social Security Office for SSI before reaching age 18. For the purposes of receiving SSI, a person 18 or older is considered disabled "if a physical or mental impairment prevents him or her from doing any substantial gainful work and is expected to last for at least 12 months or to result in death."

The law allows disabled recipients to test their ability to work for 9 months while continuing to receive payments, provided their countable income does not exceed prescribed limits and/or they do not recover from their disability. After this trial work period, a determination is made as to whether the work performed is a "substantial gainful activity." If the job is considered substantial employment, SSI payments are stopped after a 3-month adjustment period. If a disabled person discontinues working within a year after SSI payments have stopped, monthly payments can be resumed automatically without reapplying.

Wills and Trusts. Planning for the economic well-being of a child with special needs is a complex issue for parents. During transition planning, financial issues surface that parents must address with the assistance of a lawyer and/or banker. It is helpful for overall planning if parents have made a will which includes their handicapped child and if they are aware of the types of trusts which can be set up to accommodate the needs of an incapacitated family member. The National Association for Retarded Citizens has an excellent pamphlet entitled "How to Provide for the Future" which goes into detail about trusts and insurance policies. This pamphlet is available by writing to: ARC, National Headquarters, P.O. Box 6109, Arlington, TX 76011.

AGENCIES COOPERATE IN NEW WAYS: In many communities, efforts are being made to coordinate local community services by developing interagency cooperative agreements. In addition at the state level in Montana, many of the agencies which eventually become involved with the transition of a handicapped youth from school into the community have signed a cooperative agreement to work together to make this transition smooth. Representatives of local service agencies attend IEP planning meetings and assist by providing information about eligibility for their programs. In some cases, representatives from vocational rehabilitation, developmental disabilities, or other agencies can do the paperwork necessary for entrance to their programs _during_ the IEP meeting.

Direction Service. A special type of cooperation among agencies, families and schools can develop in those communities which have _direction service._ Direction service is a method of consolidating information about all the services available in the community and providing this information to the families, agencies and school personnel which need to work together. Direction service can be helpful because programs and services for the handicapped are often uncoordinated and fragmented across multiple agencies, and they are sometimes not responsive to the total needs of the individual handicapped person. Parents of handicapped children are frequently unaware of or unable to take advantage of the services for their children which may be available but are located in different agencies governed by different rules and regulations.

To help families make their way through the maze of these programs and services and their various rules and regulations, direction service provides a single source of information and a means for understanding what options may be available for a graduating special education student.

TRANSITION ISSUES: WORK, HOME, AND LEISURE

VOCATIONAL OPPORTUNITIES

When considering employment of persons with handicaps, the whole range of options which might be appropriate should be explored, even though some of the options are not currently available locally. If planning is done far enough in advance, it may be possible to create options where none have existed in the past.

Mildly handicapped individuals will, of course, be most likely to enter the competitive workforce, but choosing the right job and training for that job should be important aspects of the mildly handicapped student's special education program. Moderately and severely handicapped students, depending upon their skills and social behavior, may best be suited to supervised work opportunities and, in some cases, to certain types of competitive employment. Below is a listing of types of employment options which should be considered in planning transition:

ADULT DAY PROGRAMS. Adult day programs have traditionally been programs for adults who are not considered "ready" for employment. Participants in these programs spend their time learning self-help and developmental skills.

WORK ACTIVITY CENTERS. These centers provide a range of services from functional academics to job skill training and actual work for which the employees receive reimbursement based on their production.

SHELTERED WORKSHOP. Sheltered employment means work which is especially created to suit the needs and abilities of handicapped workers. Such work is not done in the competitive business world, but is usually performed in some protective environment which is intended for the handicapped. Workers in sheltered employment usually receive wages which are below minimum wage and often are paid on a piece-work basis.

SUPPORTED WORK. Supported employment refers to paid work in a variety of settings, particularly community work sites, which is especially designed for the severely handicapped individual and which incorporates the necessary support services to keep the individual functional on the job.

Benchwork Model. The benchwork model is a form of employment designed for individuals with severe handicaps. This model shares some features with traditional sheltered workshops, but is also different in several ways. Like sheltered workshops, work in the benchwork model is performed in the programs' own workspace. Secondly, successful employment depends entirely on the program's ability to secure an adequate supply of contract work.

The benchwork model is different from sheltered workshops in that it serves only a small number of very severely handicapped individuals who generally would not be served in a sheltered workshop. Rather than working on a variety of contracts like a sheltered workshop, in the benchwork model, a small, single purpose, not-for-profit corporation concentrates its efforts on doing one particular type of work, usually on contract to an electronics firm or related industry. The severely handicapped employees are trained, supervised and supported by a small number of highly qualified staff.

Mobile Crew Model. A mobile crew is set up as a small, single purpose business with a general manager who provides direct service to the handicapped employees and performs the management functions necessary for operating the mobile crew. Working from a van, a crew of individuals with handicaps spends the working day performing service jobs in community settings, particularly focusing on building and ground maintenance services.

Enclave Model. The enclave model involves a group of individuals with handicaps who are trained and supervised among nonhandicapped workers in a regular industry or business. In this model, workers with handicaps perform tasks within a host company but may remain employees of a nonprofit organization which provides support to the individuals.

Specially trained supervisors provide the training and supervision of production tasks for the workers in the enclave. Payment for work performed is commensurate with pay to others within the company doing the same type and amount of work.

COMPETITIVE EMPLOYMENT. Competitive employment means work in the regular work force with normal wages and benefits. In competitive employment the handicapped worker performs the same job that other workers perform, but there may be some modification of the work environment so that the handicapped worker can be successful.

EDUCATIONAL OR TRAINING OPPORTUNITIES

COLLEGE. Gradually, many colleges and universities are addressing the needs of handicapped students. Contact the Association on Handicapped Student Service Programs (P.O. Box 21192, Columbus, Ohio 43221) for a listing of colleges which make special adjustments for handicapped students.

For a list of colleges that accommodate the needs of learning disabled students, consult A GUIDE TO COLLEGES FOR LEARNING DISABLED STUDENTS edited by Mary Ann Liscio (Academic Press, Harcourt Brace Jovanovich, Commericial Sales Division, Orlando FL 32887-0019).

Some community colleges across the country are developing programs for college-age disabled students that emphasize independent living skills and, in some instances, vocational training. These programs do not include academic degree certification, but do provide community-based training for daily living. (For more information, contact Metropolitan State College in Denver, Colorado, and Community College of Allegheny County in Pittsburgh, Pennsylvania).

VOCATIONAL REHABILITATION. The Vocational Rehabilitation Services Division supports regional offices which provide many vocational services, including evaluation, guidance, training, transportation, placement in suitable employment, post-employment services, and the provision of tools and other aides to employment.

Eligibility for vocational rehabilitation involves 1) the presence of a physical or mental disability which constitutes a substantial handicap to employment, and 2) a reasonable expectation that vocational rehabilitation services may render the individual fit to engage in gainful employment.

For qualifying students who are nearing the end of secondary school, the Individual Written Rehabilitation Plan (IWRP) for vocational rehabilitation services can be written at the same planning meeting that an IEP is written.

VOCATIONAL TECHNICAL SCHOOL. Many vocational technical schools have the capability and desire to serve disabled students. Admission directors for such programs can provide information about the courses which are available and the entrance criteria for those courses.

ADULT EDUCATION. Adult Education programs provide basic academic instruction for students who wish to attain literacy or to achieve a high school diploma. Such instruction is usually highly individualized and, therefore, suitable for individuals with some types of handicaps.

LIVING ARRANGEMENTS

LIVING AT HOME WITH PARENTS. Some parents may prefer that their handicapped son or daughter continue to live at home after graduation from high school.

INSTITUTION. Handicapped adults may be placed in the state's institutions, but placement of this kind is considered an unusual and very serious step. In Montana there are no voluntary admissions to either the Montana Develomental Center or Eastmont. Admission to these facilities for more than 30 days requires court involvement and approval.

NURSING HOME. Those individuals who are so physically disabled that they need full-time health care may be placed in nursing home facilities. Public nursing homes usually accept Medicare/Medicaid payments for custodial care.

ADULT FOSTER CARE. Adult foster care is available on a limited basis. Social workers in the County Welfare Offices can make these arrangements.

GROUP HOME. When young adults can no longer be properly or appropriately cared for in their natural homes, it is possible for them to be placed in a group home which typically houses up to 8 developmentally disabled adults. To place a family member in a group home, it is necessary to refer that person to a Developmental Disabilities agency to determine eligibility. A statewide review panel prioritizes individuals for the openings that become available in group homes.

If a group home is the most likely living arrangement for a student, it is important in transition planning to make sure that the student is properly signed up with the Developmental Disabilities Division and placed on a waiting list for a group home placement.

TRANSITIONAL LIVING. Transitional Living is a step between group home and independent living which provides continuous, on-site training and supervision for individuals living in apartments.

INDEPENDENT LIVING. Independent living involves individuals with disabilities living in their own apartments with staff visiting them on evenings and weekends to provide training in independent living skills like menu planning and money management. Staff do not live at the apartment complex.

RECREATION/LEISURE OPPORTUNITIES

Preparing disabled young adults to use their leisure time wisely and enjoyably is probably one of the most neglected areas of their education. Obviously, the best type of social life for handicapped young adults is to participate as much as possible in the activities that other young adults in the community enjoy: sports, theater, movies, concerts, clubs, and hobbies. When planning for transition, it is important to survey the local options for recreation to determine which ones are accessible and which make particular accommodations to include the handicapped.

EFFECTIVE PLANNING

Effective planning for the transition from school to work involves a process of careful preparation of the student, thoughtful consideration of issues by parents, coordination of agencies and services, and the development of a written plan of action which incorporates the family's and the student's values, realistic goals in the domains of daily living, and concrete objectives for obtaining those goals.

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MODULE 10: FUNDING ALTERNATIVES FOR TRANSITION FROM SCHOOL TO THE COMMUNITY

School districts can take advantage of a number of state and local resources to support the transition of handicapped students from the schools to the community. The major agencies in Montana which provide funding for transitional education programs are:

* The Office of Public Instruction (OPI), Departments of Special Services and Vocational Education Services;

* The Office of Social and Rehabilitation Services, Division of Vocational Rehabilitation;

* The Job Service and Training Division of the Montana Department of Labor and Industry; and

* The regional offices of the Human Resources Development Council.

Each of these agencies coordinates the distribution of federal and/or state monies to programs operating at the local level.

Depending on their needs and the requirements of the funding agencies, school districts can tap into one or more of the available funding sources. In other words, school disticts can combine funds from a variety of sources to underwrite the cost of a transition project.

It is important to note, however, that funding programs and their eligibility criteria change frequently. The funding sources mentioned in this module are representative of the types of resources available for transition projects, but the availability of these resources at any given time is dependent on state and federal funding and may change from year to year.

MAJOR SOURCES FOR TRANSITION PROGRAM FUNDS

MONTANA OFFICE OF PUBLIC INSTRUCTION

Department of Special Services

SOURCE: The Education for All Handicapped Children Act, Part B, Discretionary Grants which may be used to fund career or vocational education.

PURPOSE: To assist school districts and cooperatives with coordination of local agencies to provide a combination of classroom and worksite training leading to private sector employment for secondary students with special needs.

HOW TO OBTAIN: Submit a grant proposal to the Office of Public Instruction.

Department of Vocational Education Services

SOURCE: P.L. 94-482 and 95-40, Carl Perkins Vocational Education Act, Title II: Subparts 2 and 3.

PURPOSE: To provide programs and services to disadvantaged and handicapped students currently enrolled in vocational education, and where necessary, to establish separate classes for students with special needs.

HOW TO OBTAIN: These funds are made available from July 1 of the fiscal year in which services will be initiated. School districts should develop their application for funds well in advance of the date they expect to begin their program, since the grant application itself is lengthy and takes considerable effort to prepare. For further information about the application process, contact the State Plan, Research & Reports Specialist in the Department of Vocational Education (OPI).

SOURCE: P.L. 97-300, Job Training Partnership Act (JTPA): Title II A.

PURPOSE: Eight percent of Title II A monies must go to programs organized by the state education agency. Funds can be used to 1) provide services for eligible participants through cooperative agreements between the state education agency and local school districts or special education cooperatives; and, 2) to facilitate coordination of education and training services for eligible participants through such cooperative agreements.

The Office of Public Instruction has complete discretion over the use of the 8 percent monies. If the OPI does not elect to use the money in transition projects or if no cooperative agreements are made through the OPI, there is still the opportunity for school districts to receive JPTA funds for model training and employment programs through the Governor's Coordination and Special Services Plan.

HOW TO OBTAIN: Contact the JTPA Area Services Coordinator in the Montana Department of Labor for further information about these funds.

DEPARTMENT OF SOCIAL AND REHABILITATION SERVICES

Division of Vocational Rehabilitation

SOURCE: Office of Special Education and Rehabilitation Services (OSERS), Rehabilitation Services Administration, Special Project Funds.

PURPOSE: These monies may be used to fund special projects for specific disability groups. Funds are quite limited at present; however,in some areas of the state, money is available to fund on-the-job training programs to school-age handicapped youth.

HOW TO OBTAIN: Contact the Vocational Rehabilitation Office serving your area.

JOB SERVICE, HUMAN RESOURCE AND DEVELOPMENT COUNCIL AND OTHERS

SOURCE: P.L. 97-300, Job Training Partnership Act, Titles IIA, IIB, IVA and IVB.

PURPOSE: To be used for job training and for the provision of incentive grants to employers serving hard-to-serve individuals. While JTPA participants must be "economically disadvantaged" to be eligible for training, the Governor of each state may designate handicapped persons between 16-21 years of age as a "family of one" for the purpose of determining whether the applicant meets financial eligibility criteria. Montana's governor has designated handicapped persons from the age of 16 years as eligible for "family of one" status.

Titles IIA and IIB fund a variety of employment related activities including:

* Basic/remedial education,

* On the job training (OJT),

* Work experience programs,

* Employment counseling,

* Occupational training,

* Preparation for work,

* Outreach and enrollment activities,

* Employability asssessment,

* Job referral and placement,

* Job search and Job Club activities, and

* Any other employment or job training activity designed to give employment to eligible individuals or prepare them for and place them in employment, or provide the supportive services necessary to enable such individuals to participate in programs.

Handicapped secondary students have been in a good position to benefit from the summer youth employment and training program funded by Title IIB. However, recent federal budget balancing activities have greatly reduced the amount of dollars available to the states under this entitlement. This reduction results in greater competition for those dollars which are available.

Titles IVA and IVB also have provisions for services to youth, but they target specific groups. Employment in agricultural activities is funded by IVA, while IVB funds vocational services specifically for native American tribal members and/or native American residents of urban areas (See Table 1 for a fuller explanation of agencies providing JTPA funds).

Table 1. The Scope of JTPA Youth Programs in Montana

Program	Entitlement	Administrating Agency
Exemplary Youth Programs (16-21)*	IIA	Local Human Resources Development Councils
Summer Youth Programs (14,15,16-21)*	IIB	Local Human Resources Development Councils
Rural Employment Opportunities (16-21)*IVA	IVA	REO Central Administration 25 S. Ewing Helena, MT (406) 442-7850
Individual Native American Tribes	IVA	Individual Tribal agreements negotiated with Bureau of Indian Affairs
Job Corps (16-21)*	IVB	Nero & Associates 1776 S.W. Temple Salt Lake City, UT (801) 466-5737
Employment Related Activities (16-21)*: Basic Education Classroom Training On-the-Job Training (OJT) Work Experience Work Tryout Job Club/World of Work Mobile Job Search Assistance Employment Counseling	IIA, IIB	Job Service & Training Division Montana Dept. Labor & Industry (contact your local Job Service Office)

*Ages Served

Generally speaking, JTPA provides funds for basic education, classroom training, OJT, work experience, work tryout, Job Club/World of Work, mobile job search assistance, exemplary youth programs, employment counseling and summer youth programs. However, services provided by the different program operators will vary from location to location within the state. Consult the program operators listed above for information about your local programs.

HOW TO OBTAIN: The variety of programs which JTPA encompasses may be difficult for the beginner to sort out. For a description and explanation of individual programs, contact local Human Resources and Development Council.

Resource Directories

Directories are available which list funding sources for transition and other types of educational projects. These directories include:

Catalog of Federal Domestic Assistance. This directory is a monthly catalog of federal grants which is available on a subscription basis for $36.00 per year. The catalog, which is broken down into subject areas, contains detailed information about eligibility for the grants.

Catalog of Federal Domestic Assistance
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

Annual Register of Grant Support and *Foundation Directory.* Both of these volumes provide comprehensive listings of private funding resources along with application information and eligibility criteria.

Annual Register of Grant Support
Marquis Professional Publications
Marquis Who's Who Inc.
200 East Ohio Street
Chicago, Illinois 60611

Foundation Directory
Foundation Center
888 Seventh Avenue
New York, New York 10106.

MODULE 11: TRAINING, PLACEMENT AND FOLLOW-UP

While the MESH Model for Transition places heavy emphasis on the planning phase of the process and particularly on the detailed development of the Individual Education Plan, the model also addresses the implementation of the IEP in the training and placement phases.

TRAINING

The Training Phase encompasses the period of time in which the teacher uses his or her expertise to teach those skills which the student needs to function in current and future environments. With the wide range in levels of disability and in individual student needs, there is naturally a wide range of teaching techniques on which teachers rely. In general, the teaching techniques necessary to implement the transition process are not something new for teachers. What is new is the necessity to reference their teaching to successful functioning in daily living and working environments. For teachers who have been used to teaching curriculum geared to academics or to a developmental sequence, there are new challenges associated with teaching skills in different domains (personal/social, leisure, vocational) and in different environments outside of the special education classroom.

TEACHING STUDENTS WITH MILD HANDICAPS. Teachers of students with mild handicaps address academic goals and often coordinate their teaching plans and strategies with teachers in regular education. But transition planning also demands that teachers of students with mild handicaps provide instruction in functional skills which students need to be successful in the community. For example, a learning disabled adolescent with poor reading skills may need to be taught methods for shopping or banking which do not rely exclusively on reading skill. An emotionally disturbed youth who lacks the social skills to participate successfully in a job interview may need to be taught those skills in real life situations in which he receives natural feedback from employers and fellow workers.

The special education teacher provides instruction in these practical areas and sees to it that both instruction and practice take place in the community environments where the skills are usually applied in daily life. Thus, instead of providing instruction in isolated skills in the artificial environment of the classroom, the teacher is challenged to provide opportunities for students to integrate skills and perform complex tasks under the natural physical and social conditions which exist in the community.

TEACHING STUDENTS WITH MODERATE HANDICAPS. Students with moderate handicaps usually require some combination of functional academic and independent living training. Because the ability to generalize is limited for students with moderate handicaps, it is particularly critical that instruction for them be geared to real-life situations and to experiences in community settings. It does no good, for example, for a moderately handicapped student to learn to read in the classroom if all he can do is read the primer book in school and he can read nothing in his home or community environment.

For moderately handicapped students, appropriate social skills are best taught in integrated social settings in which models of "normal" behavior are readily available. A moderately handicapped child, for example, may have difficulty learning the rules of a playground game, but he or she can learn to mimic the behavior of other children playing the game and through careful instruction and repetition can eventually learn what is expected of game participants.

TEACHING STUDENTS WITH SEVERE HANDICAPS. Concepts of education for the severely handicapped student have changed markedly in recent years. Such researchers as Brown, Nietupski, Hamre-Nietupski, Bellamy, Wilcox, Wehman and others have led the way in proposing community-based, age-appropriate, socially-integrated training for students with severe handicaps. It is from the field of severe disabilities that such concepts as "criteria of ultimate functioning" and "best-guess" of next environment come. The notions that severely handicapped individuals can hold jobs and live in the community as adults has revolutionized concepts of special education for this population.

For the teacher of severely handicapped students, new expectations for their students place new demands on their teaching abilities. While emphasis in the past may have been placed on eliminating maladaptive behaviors and teaching developmental skills using task analysis and applied behavior management techniques, the new emphasis is on teaching general skills like "street-crossing" or "bus-riding" which the student can perform in a variety of community settings. Once an IEP objective has been defined, the teacher is left with the task of teaching a student to respond in a particlar way across a set of stimulus situations. For example, the activity of dressing oneself involves many different responses which result in the outcome of being dressed. The items of clothing may vary slightly from one instance of dressing to another, but the general outcome is the same--becoming properly attired. The teacher is challenged with devising teaching methods that help the student learn to respond to the dressing situation with its slight variations in such a way that he or she is consistently able to achieve the desired outcome of being dressed.

TEACHING ENVIRONMENTS

The teacher responsible for implementing a Transition IEP is faced with the necessity of teaching in a variety of environments. Part of the teacher's responsibility becomes teaching skills in the environments in which the student normally would perform the task. For example, if a student is going to be moving into a group home and participating in meal preparation there, then that student needs to be taught cooking skills in the group home environment with the equipment, reinforcements and social cues that exist there. Once the student has mastered the beginning cooking skills in his next environment, then the teacher can phase out his or her presence.

If a student is moving from an elementary school environment to a middle school, than the student may need to learn some new skills like opening a locker, moving from class-to-class, organizing materials, and riding the school bus unattended. Instruction in these skills should begin well ahead of actual placement and should occur in the new environment under the conditions which normally exist there.

Teaching in a variety of environments outside of the special education classroom, and often outside of the school, requires a high level of support from administrators and a high degree of organization on the part of the teacher. If each student is truly to receive individualized instruction, the teacher must respond to teaching objectives in a variety of places. Because one student needs to learn "bus-riding" does not justify the teacher taking the entire class on bus-riding expeditions. The teacher must plan carefully so that students can learn the skills they need in the environments where they will need them without wasting time on tasks or in environments which do not meet their needs.

Because leaving the classroom and going into the community takes more time than simply remaining in the school environment, teachers must be particularly careful to plan each student's day to maximize instructional time on the highest priority tasks. Included in this planning should be appropriate allocations of time for related services like speech, occupational and physical therapy. Whenever possible related services should be incorporated into the development of functional skills. For example, if a learning disabled student is having trouble on his job because he is not able to ask work-related questions, some drill and practice in speech therapy on formulating such questions may be helpful.

For the special education teacher, management of a special education class so that students' individual needs are met in a variety of settings is a major challenge. In order to meet this challenge, it is likely that a teacher will rely on the assistance of aides, parent volunteers and/or peer tutors who can provide additional supervision and encouragement for individual students. A large part of the teacher's role, then, becomes that of manager of resources, time and student needs.

PLACEMENT

Transition planning encourages serious thinking about the student's current placement, about the most likely future placements and the requirements of those future environments. Traditionally, special educators have not been involved with their students when they move on to new environments. Transition planning, however, does call for the teacher to 1) teach skills required in the new environment, 2) provide instruction in the new environment, 3) share successful methods and teaching techniques with instructors in the next environment, and 4) accompany the student into the new environment until the placement is stable and the teacher's presence can be faded out.

For mildly handicapped students, the teacher's role in the next environment may be limited to a sharing of information with the next teacher or teachers. Teachers of moderately and severely handicapped students, on the other hand, may become more extensively involved in the next environment. Special education programs have not, in the past, been set up so that teachers can leave their classrooms and spend time with their students in other school buildings or in community programs. However, if transition programs are to be successful, it will be necessary to allow teachers the time and flexibility to accompany their students into the next environment to teach skills, assess mastery, and gradually fade assistance or transfer instructional leadership to the new teacher.

FOLLOW-UP

For transition planning to achieve a successful outcome, it is necessary for there to be some mechanism to follow students as they move through the school system and eventually into the community. The IEP document is only powerful when someone takes responsibility for seeing to it that the services agreed upon in the IEP are actually implemented. The recommendation in the MESH Model is that an individual--a special education teacher, parent, administrator, counselor--be appointed as case manager to monitor a student's school program, seeing to it that transition goals and objectives are addressed and that services are provided under the conditions indicated in the student's IEP.

The real difficulty in follow-up comes when a student leaves the school setting at 21 or 22 years of age and services are no longer an entitlement. At this point in many communities, there is no requirement that adult services be provided, nor is there any provision for continuous case management. In other words, case management is an undeveloped option at the adult level of community services.

Massachusetts has attempted to address this problem of transition and follow-up in adult services through its Turning 22 Law. This law provides for a two year transitional process for severely disabled young adults who lose their entitlement to special education upon graduation or reaching the age of 22. Turning 22 legislation creates a single point of entry into the Adult Human Services system by developing an Individual Transition Plan for every person found to be eligible because he or she is disabled and still in need of on-going services and support. The Massachusetts law is limited to the severely handicapped and does not address the needs of mildly handicapped students who have received special education services and may need some help to make the transition into adult living in the community.

Under the Massachusetts plan, a state human service agency is assigned to manage each eligible case. The assigned agency works with the family, student and school to coordinate the transition. This agency convenes an interagency team to write an Individual Transition Plan that identifies the student's needs for on-going service.

Preliminary experience with the Turning 22 Law indicates that beginning transition planning when a student is about to graduate is too late to be effective. However, if planning begins earlier, then the Turning 22 process can help to ease the final transition from school into the community.

VALUE OF THE MESH MODEL

The MESH Model for Transition with its emphasis on early and continuous planning holds promise as a way of structuring special education for a wide variety of students with special needs. The model is based on the premise that all special education students benefit from long-range planning which takes into account the environments in which the student must function and the practical skills needed to be successful in those environments. The Planning, Training and Placement phases of the model address a cycle of activities which can be repeated each time a student faces a significant change from one environment or placement to another. The focus in the MESH Model on desired adult status gives purpose and direction for curriculum and program development in special education. If the model is implemented throughout a student's special education career, then, when the transition from school into the community finally occurs, there will be ample preparation for that final step.

At this point, the MESH Model is offered as a point of departure for school districts to use which are interested in assuring that their special education graduates have a greater chance of success in the adult community. The model needs to be tried in a variety of settings with larger numbers of students, and longitudinal studies should be done to determine the ultimate value of the process. Preliminary data indicate that the model has merit and that it does have potential for successful implementation with many types of special education students.

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APPENDIX A

GLOSSARY

-A-

ACADEMIC TRAINING: Refers to instruction in intellectual disciplines like reading, mathematics, spelling, language; instruction in school subjects.

ACCESSIBILITY: The ability of a handicapped person to enter, approach or use a facility.

ACQUISITION: Development of a skill through sustained effort; the process of learning a new skill.

ACLD: Association for Children with Learning Disabilities which is an organization of parents and professionals providing advocacy, information, support, training and materials for persons with learning disabilities and their families. ACLD has a national organization with state and local chapters.

ADAPTIVE PHYSICAL EDUCATION: A specialized program of physical education adapted to the needs of a handicapped student who cannot participate in the regular physical education program without modifications.

ADULT DAY PROGRAMS: Programs of activities and instruction set up specifically to meet the needs of developmentally disabled adults.

ADULT GROUP HOME: A home in a residential neighborhood which provides close supervision, shelter, training and care for developmentally disabled adults. The goal of adult group homes is to train residents so that they can move to a more independent living situation. Group home living promotes mutual communication, interaction, stimulation, social support, and provides access to community-based programs and services.

ADVOCATE: An individual, group of individuals or an association which acts on behalf of a disabled person, group of disabled persons, a care facility, or group of care facilities to insure that their interests and rights are safeguarded.

AFFECTIVE SKILLS: Abilities to express emotions appropriately.

AGE APPROPRIATE: Behavior and activities which are normal and expected of an individual at a certain age; i.e. children play with blocks but adults do not.

ANNUAL GOALS: A statement on a student's Individual Education Program of skills to be acquired during the course of a year; a required component of the Individual Education Program.

APPROPRIATE BEHAVIOR: Behavior which is acceptable in the context in which it occurs; behavior which meets social standards; behavior which is expected of individuals at a certain age or in a particular setting.

APTITUDES: Abilities or capacities for learning a particular response or skill.

ARC: Association for Retarded Citizens which is an organization of parents, professionals and disabled individuals providing advocacy, information, support, and training regarding mental retardation. ARC is a national organization with state and local chapters. The national organization provides a newsletter to members.

AREA MANAGER: An employee of the Developmental Disabilities Division who monitors non-profit corporations with which the DDD contracts to provide services to handicapped individuals.

ASSESSMENT: An evaluation of a person's cognitive, social, and/or motor strengths and weaknesses, levels of functioning and learning characteristics.

-B-

BENCHWORK: A model for sheltered employment which involves a small group of severely handicapped workers performing specific contract work, usually for an electronics firm or related industry.

BEST GUESS PREDICTION: Predicting on the basis of observation, experience and information where an individual is most likely to be and most likely to be doing in the future.

-C-

CARL PERKINS ACT: A federal law, passed in 1984, which is intended to assist the states in expanding, improving, modernizing and developing quality vocational education programs. In particular, the Act is designed to assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions.

CASE MANAGEMENT: Following an individual and assisting with identifying problems and locating services.

CASE MANAGER: A person from a human service agency involved with helping an individual and/or family in dealing with specific problems and adjustments (i.e., social, emotional, financial problems) and in locating and accessing services. Or, a member of the Child Study Team who is responsible for coordinating services, communicating with members of the team, and making sure assigned tasks are accomplished.

CENTERS FOR INDEPENDENT LIVING: Offer a combination of independent living services for physically handicapped individuals that enable them to live more independently in the family and community and/or to secure and maintain employment.

CHILD STUDY TEAM: A group of individuals whose responsibilities are to determine whether or not a student is handicapped and in need of special education, or, in the case of a student already in special education, to determine whether or not a student still requires special education. The members of the team must include an administrator, the student's teacher, the parent(s), and the student, if appropriate. Other individuals may be included if they have information to share or if they have been invited to participate by the parents. Once a student has been determined to be handicapped, an Individual Education Program must be written. The CST may write this plan or another team (IEP Team) may do so.

COMMUNITY-BASED TRAINING: Training which is offered at locations within the community rather than in the classroom. Training may include vocational and/or independent living skills performed in the settings where they normally take place.

COMMUNITY JOB SITES: Sites in the community used for training vocational skills. These may be businesses, offices, restaurants and so forth.

COMMUNITY-REFERENCED: Based upon what is required or demanded by the standards of the community.

COMPETITIVE EMPLOYMENT: Work obtained in regular job market.

COMPREHENSIVE CARE: Total care for a person's basic physical, emotional and social needs.

CONSERVATORSHIP: A form of guardianship in which the guardian is awarded responsibility to manage funds or property for an incapacitated person.

CRITERIA OF ULTIMATE-FUNCTIONING: Using as a goal adult competence instead of an academic or developmental standard.

CRITERION-REFERENCED TEST: A test which compares a student's performance to a specified level of mastery or achievement.

-D-

DAY ACTIVITY CENTER: A facility for more severely handicapped persons who are not productive enough to do contract work, such as that done at a work activity center. Day activity center clients may be involved in some contract work for which they are paid, but they are more likely to be involved in self-help skills training such as dressing, toileting, etc.

DEAF: A hearing impairment which is so severe that the persons' hearing is non-functional for the ordinary purposes of life. Inability to hear and understand language with or without the use of amplification.

DEAF/BLIND: A person who has both hearing and visual impairments. This combination of impairments causes severe educational problems which cannot be accommodated in a special education program designed solely for deaf or blind students.

DEVELOPMENTALLY DISABLED: A disability originating in the developmental period (before age 18) which is attributable to mental retardation, cerebral palsy, epilepsy, autism, or other conditions found to be closely related to retardation. The condition is likely to continue indefinitely, constitutes a substantial handicap to the person in three or more areas of major life activity (e.g., self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living and economic self-sufficiency) which requires individually planned and coordinated, life-long services.

DEVELOPMENTAL SKILLS: Abilities which are acquired in the normal course of growth and development.

DIAGNOSTIC TEST: An evaluation which helps to identify problem areas or to show strengths and weaknesses.

DIRECTION SERVICE: A social service agency which helps individuals to locate and gain access to services in the community.

DISCREPANCY ANALYSIS: An evaluation of the variation between the skills a student possesses and the skills required to perform a particular job or task.

DOMAINS: Spheres of activity; such as social skills, self-care skills, community living skills.

-E-

ECOLOGICAL INVENTORY: An assessment of the entire environment and the interrelationships of individuals in the environment; for example, an assessment of a job environment and the interrelationships among workers.

EDUCATION OF THE HANDICAPPED ACT (EHA): The federal law, passed in 1975, which guarantees a free, appropriate public education for all handicapped children.

EMOTIONALLY DISTURBED: A condition exhibiting one or more of the following characteristics to a marked degree and over a long period of time: an inability to learn which cannot be explained by intellectual, sensory, or other health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms, pains, or fears associated with personal or school problems. Does not include persons who are "socially maladjusted."

EMPLOYMENT HANDICAP: A physical or mental disability which constitutes a substantial deterrent to a persons's ability to gain employment.

ENCLAVE: Sheltered employment in real work settings for mentally retarded individuals. Workers are usually segregated from nonhandicapped workers into a work crew and usually earn a set amount of money for each piece of work they complete.

ENTITLEMENT: A legal guarantee of a particular right. For example, P.L. 94-142 entitles all handicapped children to a free, appropriate public education.

ENTRY LEVEL SKILLS: Abilities which are required at the begining level of a particular job.

ENVIRONMENTAL ASSESSMENT: An evaluation of all the characteristics of a particular set of surroundings; i.e. a school, an apartment, a group home.

FAMILY-OF-ONE: Declaring an individual to be a family for the purposes of financial qualification for services. For example, handicapped individuals can qualify as disadvantaged and receive services under the Job Training and Partnership Act if their personal financial resources are considered separately from the resources of their families.

FOLLOW-UP: Continuing to monitor an individual's progress after they have stopped receiving a particular service; i.e. observing a student after graduation.

FOSTER PLACEMENT: An arrangement whereby the individual lives in a home not his/her own, frequently placed there under the supervision of a professional agency or institution.

FULL GUARDIANSHIP: An arrangement made through the courts by which a guardian is appointed to take over full responsibility for the care and decision-making for incapacitated person.

FUNCTIONAL SKILL: A skill which can be used in an individual's day-to-day life; a skill of daily living.

FUTURE-ORIENTED: Educational planning which is based upon preparing a student to meet the skill requirements of the next environment in which he or she needs to function.

-G-

GROUP HOME: A closely supervised living situation for handicapped individuals which promotes mutual communication, interaction, stimulation, social support, and access to community-based programs and services as well as providing training for self-help and independent living skills.

GUARDIAN: One who is court-approved to be responsible for the care and custody of a minor child or handicapped adult and/or the management of their financial affairs.

GUARDIANSHIP: Assuming through court approval the responsibility for the care and custody of a minor child or a handicapped adult.

-H-

HABILITATION: Enabling an individual to enjoy a healthy, productive, useful life.

HANDICAPPED CHILD: A child evaluated as being mentally retarded, hard-of-hearing, deaf, speech-impaired, visually handicapped, emotionally disturbed, deaf/blind, multihandicapped, orthopedically impaired, other health-impaired, or as having specific learning disabilities, who because of those impairments need special education and related services. A child who is 5 years of age or younger may be identified as handicapped without the handicapping condition being specified.

HANDICAPPING CONDITION: Any of the 11 categories of disabilities recognized by P.L. 94-142; mentally retarded, hard-of-hearing, deaf, speech-impaired, visually handicapped, emotionally disturbed, deaf/blind, multihandicapped, orthodpedically impaired, other health-impaired, or learning disabled.

HARD OF HEARING: A mild or moderate hearing loss, either fluctuating or permanent, which is not included within the definition of deaf but which is generally of such a nature and severity as to require one or more special education services.

HEARING IMPAIRED: Having a hearing loss of some degree (mild, moderate, severe or profound). Encompasses both deaf and hard-of-hearing.

HUMAN RESOURCE AND DEVELOPMENT COUNCIL (HRDC): Community action agencies which operate or delegate community services Block Grant Funds from the federal government. Some examples of HRDC programs include JTPA job training, Housing Assistance, and Displaced Homemakers programs.

IMPLEMENTATION SITES: Locations where research programs can be tried out to see if they are effective under practical conditions.

INAPPROPRIATE BEHAVIOR: Behavior which does not meet accepted social standards.

INCAPACITATED PERSON: A person who, because of disability, is unable to make responsible decisions.

INDEPENDENT LIVING FACILITY: A facility in which a handicapped individual lives in his or her own apartment and is visited by a trainer a few times a week for help and training in such tasks as grocery shoppping, going to the bank and so forth.

INDEPENDENT LIVING TRAINING: Teaching skills which will enable a handicapped individual to live without supervision.

INDEPENDENT SKILLS: Tasks which can be performed without assistance from others.

INDIVIDUAL EDUCATION PROGRAM (IEP): A written statement required by P.L. 94-142 which is developed by the Child Study or an IEP Team and contains the following parts: a statement of the child's current level of educational performance; annual goals and short-term instructional objectives; a description of the services to be provided and the extent to which the child will be able to participate in regular educational programs; and the projected initiation date and the anticipated duration of service; objective criteria for determining, at least annually, whether short-term instructional objectives have been achieved.

INDIVIDUALIZED HABILITATION PLAN (IHP): A written plan of intervention and action which is developed by an interdisciplinary team on the basis of assessment of skills and a determination of the needs of the individual receiving service. IHP's are written for individuals who are involved in the residential programs of the DD Division.

INDIVIDUAL WRITTEN REHABILITATION PLAN (IWRP): A written plan outlining the services and training an individual needs to prepare him/her for gainful employment. The IWRP is developed for individuals who qualify for services from the Vocational Rehabilitation Department.

INDUSTRIAL ARTS EDUCATION: The exposure of students to specific areas of hands-on technical training for the purpose of exploration and/or development of hobbies or home skills for daily living.

INFORMAL ASSESSMENTS: Evaluations of how a student performs using assignments and exercises from the curriculum.

INSERVICE TRAINING: Instruction to update or enhance the skills of individuals who are already employed in a particular job or profession; instruction is usually provided at the job site.

INSTITUTION: Public or private facilities which provide professional services on a 24-hour residential basis, including those facilities designed to provide for the education, care, treatment, habilitation, and rehabilitation of the handicapped.

INSTITUTIONALIZATION: The state or condition of having been placed into a collective, residential facility which is generally administered by the state and houses individuals labeled as being mentally retarded or emotionally disturbed.

INTEGRATION: The inclusion of special education students and classes in the regular education environment.

INTENSIVE CARE FACILITY FOR THE MENTALLY RETARDED (ICFMR): A specialized facility, licensed through Medicaid, which serves as an intermediate residential care facility for mentally retarded individuals requiring intensive services for such things as skill deficiencies, complex medical problems, or severe behavior problems. Specific requirements for placement and services are designated by Medicaid.

INTENSIVE TRAINING HOME: A group home for individuals requiring more intensive types of behavior management or personal care. Clients in intensive training homes may have 1) a multitude of skill deficiencies, especially in the area of self-help skills, 2) complex medical problems, such as seizure disorders, or 3) severe behavior problems, such as self-abuse.

INTERAGENCY COOPERATION: Agencies working together to provide services; for example, public schools working with adult service providers in planning for transition of special education graduates.

INTERAGENCY COOPERATIVE AGREEMENTS: Formal documents which outline the ways that agencies have agreed to work together.

INTERPERSONAL BEHAVIOR: Social behavior; the ways that an individual interacts with others.

-J-

JOB COACHES: Regular employees who can be enlisted (for extra pay or some other incentive) to assist a handicapped worker in learning to do a job or maintaining performance on the job.

JOB SKILLS INVENTORY: An inventory of the skills required to perform a particular job in the community; a product of the MESH Project.

JOB TRAINING AND PARTNERSHIP ACT (JTPA): A federal law which provides for job training and experience for disadvantaged and handicapped youth. May be administered by Job Service or Human Resource and Development Council.

LEARNING DISABILITIES (LD): A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. These disorders include conditions such as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, mental retardation, emotional disturbance, or environmental disadvantage.

LEARNING STYLE: A combination of the student's most successful most preferred methods for learning.

LEAST RESTRICTIVE ENVIRONMENT (LRE): The requirement in P.L. 94-142 that, to the maximum extent appropriate, handicapped children are educated with their non-handicapped peers, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature of severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

LEISURE SKILLS/LEISURE TIME ACTIVITIES: Pleasurable, recreational activities, such as reading, game playing, and interacting socially.

LIFE SKILLS: Those skills necessary to carry out everyday activities.

LIMITED GUARDIANSHIP: A court-approved relationship in which an individual takes responsibility for specific aspects of an incapacitated life; i.e. medical and financial decisions.

-M-

MAINSTREAMING: A process of implementing the concept of least restrictive environment by placing handicapped children in conventional schools and regular classes and integrating them with normal children to the maximum extent possible.

MALADAPTIVE BEHAVIOR: Inappropriate behavior or behavior that is judged to be significantly below accepted standards for a particular age, social setting or cultural group.

MANDATE: An order issued by a court of law or a legislative act.

MEDICAID: A program, jointly funded by the states and the federal government, designed to provide assistance in the payment of medical bills for eligible individuals (those on Welfare or receiving Socil Security benefits, medically needy, blind, and disabled individuals).

MEDICARE: A federal program designed to provide hospital insurance protection to cover services to eligible individuals 65 years of age or over. Is also available for disabled children and youth if they have been entitled to Social Security disability payments for at least two consecutive years.

MENTALLY RETARDED: Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects an individual's educational performance.

MESH: Montana Model for the Education of the Severely Handicapped, a three-year federal project for the development of services to severely handicapped individuals in Montana.

MILDLY HANDICAPPED: Individuals whose disability interferes very little with normal functioning, whose behavior and skills are close to normal.

MOBILE CREW: A small group of handicapped employees who perform service jobs in community settings, particularly focusing on building and ground maintenance.

MODERATELY HANDICAPPED: Individuals whose disabilities are recognized during the developmental period and who require a degree of assistance and supervision throughout their lives.

MONTANA MODEL FOR EDUCATION OF THE SEVERELY HANDICAPPED (MESH): A three-year, federally funded project to develop a model for the education of the severely handicapped in Montana.

MULTI-HANDICAPPED: The prescence of more than one type of handicap in an individual such as physically handicapped/mentally retarded or deaf/blind, the combination of which causes severe educational problems which cannot be accommodated in special education programs solely for one of the impairments.

-N-

NORM-REFERENCED TEST: Compares a student's performance to that of a normative (peer) group. Its use is limited to students who resemble the groups which were used to norm the test scores.

NURSING HOME (PUBLIC/PRIVATE): A generic community facility capable of providing persons who have continuing medical needs with 24-hour care, treatment, and activity. Public homes usually have fewer age restrictions and will usually accept Medicare or Medicaid payments.

-O-

OCCUPATIONAL THERAPY: A program of mental and/or physical activity, medically prescribed and professionally guided, to rehabilitate a child or adult who has suffered from injury, disease, or disability to help the individual attain or maintain maximum functioning in their daily life tasks.

OFFICE OF PUBLIC INSTRUCTION (OPI): The state education agency (SEA) responsible for monitoring educational and vocational programs for school-aged individuals within the state. There are four divisions: Administrative Services, Basic Instructional Services, Special Services, and Vocational Services.

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES (OSERS): A department in the federal government in the U.S. Department of Education which oversees special education and rehabilitation programs and funding.

ON-GOING SERVICES: Services which continue throughout a handicapped individual's life or as long as those services are needed.

ON-THE-JOB TRAINING (OJT): Employment training which occurs on the job site under the conditions in which the job is usually performed.

ORTHOPEDICALLY IMPAIRED (OI): A severe impairment of the locomotive structures (parts of the body involved with movement), i.e., bones, joints, and muscles. Includes but is not limited to impairments caused by congenital anomaly, disease, and accident.

OTHER HEALTH IMPAIRED (OHI): Having limited strength, vitality or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle-cell anemia, hemophilia, epilepsy, lead poisoning, leukemia or diabetes.

-P-

PAPER AND PENCIL TESTS: Evaluations, usually of mental ability or achievement, which are written in nature.

PARENT INVENTORY: A three part survey consisting of two structured interviews with parents or guardians and a questionnaire. This inventory provides information about the parent's perceptions of a student's skills; a product of the MESH Transition Project.

PEER TUTORING: Instruction provided by one student to another of approximately the same age.

PERFORMANCE CRITERIA: The standards of accomplishment for completing a particular task.

PHYSICAL RESTORATION: Any procedure undertaken to improve an individual's physical movement, such as the fitting of a prosthetic device or surgical intervention.

PHYSICAL THERAPY: The application of knowledge of neurodevelopmental techniques to problems of feeding, positioning, ambulation, and the development of other gross motor and fine motor skills.

PHYSICALLY HANDICAPPED: Refers to any number of conditions in which there is a physical defect that may reduce an individual's capacity for education and/or self-support. Includes blindness, speech and language problems, mobility handicaps, cerebral palsy, autism, and multiple handicaps.

PREVOCATIONAL SKILLS: Skills and attitudes thought to be prerequisites for successful employment; such as, understanding the meaning of work, characteristics and habits of a worker, responsibilities of a wage earner.

PSYCHOMETRIC TESTS: Assessment of an individual's functional abilities using psychological tests. These tests may be interest and ability inventories used for educational and vocational guidance, intelligence tests, projective tests for studying the personality, and various tests for evaluating the possiblity of organic impairment of functioning.

-Q, R-

REHABILITATION: Restoration to healthful, useful activity; particularly to restore an individual's ability to work.

REHABILITATION COUNSELOR: Trained professional who helps handicapped persons to understand their problems, potentials, and limitations, to identify realistic rehabilitation objectives, and to utilize both public and private resources, as necessary, to achieve optimal functioning.

REINFORCEMENT: Strengthening a response by rewarding or supporting it.

RELATED SERVICES: Transportation and other support services as are required to help a handicpped child benefit from special education. Included are speech pathology, audiology, and assessment, diagnostic counseling and medical services school health services, social work services in schools, and parent counseling and training.

RESIDENTIAL FACILITY: Public or private facility offering 24-hour service which may include short or long term diagnostic services or special programs and may be used in a continuum of community services.

RESOURCE ROOM: A room or area within a school staffed by trained special educators who assist students with academic learning. Usually students with mild disabilities like learning disabilities, mild mental retardation or emotional disturbance receive services in the resource room. The resource teacher may also act as a consultant to regular education teachers who have special education students in their classrooms.

RESPITE CARE: Reimbursement for the care of a handicapped person, either in or outside the home and for short, specified periods of time on a regular or intermittent basis for the purpose of temporarily relieving the family of his/her care.

-S-

SCHOOL TRUSTEES: A board which is responsible for school district policy and program decisions. The trustees have authority over matters such as funding of special education services, approval of special education programs, assuring the availability of special education placements, hiring of staff and planning of new facilities and programs.

SCHOOL SKILLS INVENTORY: An assessment of the functional skill necessary to function in a particular school environment; a product of the MESH Project.

SELF-CARE TASKS: The ability to care for oneself in terms of toileting, feeding, dressing and grooming.

SELF-CONTAINED CLASSROOM: A special education classroom in which students receive individual instruction for more than 50% of the school day.

SEMI-INDEPENDENT LIVING: An older term, no longer in general use, referring to an intermediate step between group home and independent living.

SENIOR ACTIVITIES PROGRAMS: Programs administered through the Developmental Disabilities Division which provide day programs for geriatric mentally retarded individuals; these programs focus on recreational activities, maintenance of self-help skills and so forth.

SENSORY HANDICAPS: Impairment of vision and/or hearing.

SERVICE PROVIDERS: Individuals or agencies which furnish services to developmentally disabled individuals.

SEVERELY HANDICAPPED: Individuals whose disabilities are so serious that they require some degree of lifetime care and/or supervision.

SHADOWING: A component of work skills training in which the handicapped individual accompanies a trained worker to the work place and observes him or her performing the various components of the job.

SHELTERED EMPLOYMENT: Work which is especially created to suit the needs and abilities of handicapped workers, usually performed in a protective environment, such as a sheltered workshop. Wages are usually below the minimum wage.

SHELTERED WORKSHOP: A structured program of activities involving work evaluation, work adjustment, occupational skill training and paid part- or full-time employment for handicapped individuals who have achieved a fairly high level of productivity. Work is usually contract work and workers are paid on a piece-rate basis.

SHORT-TERM INSTRUCTIONAL OBJECTIVES: An outline of specific instructional skills which must be acquired in order to meet the requirements of the long term goals which are a part of a student's IEP.

SOCIAL AND REHABILITATION SERVICES (SRS): A department of the state government which administers many of the social and welfare services in the state through its seven divisions, which are: Community Services, Developmental Disabilities, Vocational-Rehabilitation Services, Veteran's Affairs, Visual Services, Economic Assistance, and Social Services.

SOCIAL BEHAVIOR: Interacting with one's co-workers, companions and friends.

SOCIAL CUES: Specific stimuli provided by other people in an individual's social environment.

SOCIAL INTEGRATION: The opportunity for a handicapped child to spend at least part of the day with nonhandicapped peers. Social integration does not necessarily imply that the student is involved in academic instruction in the regular classroom. It does suggest that the handicapped student is included in social activities like lunch, recess, assemblies, extracurricular activities, and other aspects of student social life.

SOCIAL SECURITY: A department in the federal government which maintains employment and wage records and provides survivors, disability hospital and medical insurance programs. Social Security is contained within the U.S. Department of Health and Human Services.

SPECIAL EDUCATION COOPERATIVE: A group of school districts working together to provide special education services.

SPEECH IMPAIRED: A communication disorder such as stuttering, impaired articulations, or a language or voice disability which adversely affects a child's interpersonal relationships and/or educational performance.

SPEECH PATHOLOGIST: A professional trained to determine the nature of speech and language problems and to provide appropriate treatment and remediation.

STERILIZATION: A surgical procedure which renders an individual incapable of reproduction.

STUDENT REPERTOIRE INVENTORY: An inventory of the skills a student presently has.

SUPPLEMENTAL SECURITY INCOME (SSI): A federal income maintenance program that pays monthly checks to the aged and to disabled and blind adults and children who have little or no income or resources.

SUPPORTED EMPLOYMENT: Paid work in a variety of settings, particularly regular work sites, especially designed for severely handicapped individuals irrespective of age or vocational potential for whom competitive employment at or above the minimum wage is currently unlikely.

-T-

TASK ANALYSIS: Breaking an activity down into its smallest components so that the task can be taught in a step-by-step fashion.

THREE-YEAR RE-REVALUATION: A comprehensive assessment of a special education student's performance levels; this assessment is required by P.L. 94-142, so that a student's status in special education receives periodic review.

TIME-LIMITED SERVICES: Services which have a beginning and ending point. Vocational rehabilitation services are time-limited in that they begin at a certain point and end when an individual completes training or begins a job.

TRANSITION: A period when an individual is making a significant change from one program or environment to another; specifically, a period that includes high school, the point of graduation, additional post-secondary education or adult services, and the initial years of employment.

TRANSITION ACTIVITIES CHECKLIST: A list of the activities which should take place during the transition period when a student is leaving high school and entering the community; a product of the MESH Project.

TRANSITIONAL LIVING SERVICES: A middle step in the transition from a more restrictive living situation (i.e., a group home) to an independent living situation. There are two models: 1) an on-site supervisor living in the same apartment building with a number of developmentally disabled clients and available for help as needed, and 2) a 24 hour/day, 7 day/week on-call supervisor who does not live at the same location as the clients but who is available for help as needed.

TRUST: Something committed to the care of another. Specifically, a legal title to property held by one party for the benefit of another.

TRUSTEE: A member of a board elected or appointed to direct the funds and policies of an institution (as in School Trustee); an individual who holds a trust for another.

TURNING 22 LAW: A law in the state of Massachusetts which creates a single point of entry into the Adult Human Services system by developing an Individual Transition Plan for every person who is found eligible because he/she is disabled and will need on-going services and support.

-U, V-

VISUALLY IMPAIRED: Persons with a diagnosed degenerative eye disease or such severe visual loss (vision 20/50 or less in the best eye after correction) as to require special services. Includes both partially seeing and blind individuals.

VOCATIONAL ASSESSMENT: A comprehensive process designed to assist an individual in choosing and finding a job by systematically providing information about an individual's work-related strengths, aptitudes and weaknesses; incorporates medical, psychological, social, vocational, educational, cultural and economic data.

VOCATIONAL COUNSELING: Process of helping the handicapped person understand his/her vocational assets and liabilities and of providing occupational information to help him/her choose an occupation suitable to his/her interests and abilities.

VOCATIONAL EDUCATION: A blend of hands-on experience and classroom instruction to teach specific job skills leading to employment.

VOCATIONAL PLACEMENT AGENCY: An agency which assists handicapped individuals in attaining employment. May also offer other vocational services, such as assessment, work evaluation and job skills training.

VOCATIONAL REHABILITATION: A process in which a handicapped person is assisted in understanding his/her potentials and limitations and in carrying out a program of self-improvement that is designed to lead to employment and personal adjustment.

VOCATIONAL SKILLS: Abilities directly related to employment.

VOCATIONAL TECHNICAL SCHOOL: A post-secondary school providing training in practical job skills leading to employment.

VOCATIONAL TRAINING: Practical job skills training, often on-the-job training.

-W, X, Y, Z-

WORK ACTIVITY CENTER: A workshop offering contract work and self-care training activities for moderately to profoundly mentally retarded adults who are thought to be incapable of working in sheltered workshops. The workers are paid a salary for their work.

WORK PROGRAM: Refers to on-the-job training. An example would be the Job Training Partnership Act (JTPA), which provides money for employers to hire and train a handicapped individual in a job skill.

WORK SAMPLE ANALYSIS: Used to study correct and incorrect responses in a sudent's classroom work.

APPENDIX B

PLANNING FORMS

MONTANA MODEL FOR EDUCATION OF THE SEVERELY HANDICAPPED
MONTANA CENTER FOR HANDICAPPED CHILDREN
1500 NORTH 30th STREET
BILLINGS, MT 59101-0298
406-657-2312
U.S.D.E. CONTRACT #300-83-0192

Date: ____________________
Case Manager: ____________________

CHILD STUDY TEAM MEETING

Reason for Referral:
___Initial CST
___Program Change Meeting
___Comprehensive 3 Yr Review
___Exit

Comment: ____________________
____

1) PUPIL INFORMATION

Student ____________________ D.O.B. __________
School ____________________ Grade __________
Parent/Guardian ____________________
Address ____________________
____________________ Telephone __________

PART I

2) PHYSICAL EVALUATION RESULTS

A. Relevant medical findings: ____________________
____

B. Vision: ____________________
____

C. Hearing: ____________________
____

D. Other: ____________________
____

3) PRESENT LEVELS OF PERFORMANCE

I. Student Skills Repertoire:

A. Summary of student's profile of academic strengths and weaknesses supported by specific data:

Strengths: ____________________
____
____
____

Weaknesses: ____________________
____
____

B. Summary of student's ability as supported by specific data:

Strengths: ____________________
____
____

Weaknesses: ____________________
____
____

C. Summary of student's social/emotional behavior as supported by specific data or behavioral observation:

Strengths: ____________________
____

Weaknesses: ____________________
____

D.Summary of student's speech and language skills as supported by specific data:
Strengths:______________________________
____
____
Weaknesses:______________________________
____
____

E.Evaluation of participation with nonhandicapped:
Strengths:______________________________
____
____
Weaknesses:______________________________
____
____

II.Summarize instruments used to help establish program priorities:
A.Environmental Inventories:______________________________
____
____
B.Parent/Guardian Inventory:______________________________
____
____
C.Other:______________________________
____
____

4) HANDICAPPING CONDITION:
Basis for making determination of handicap:______________________________
____
____
Relationship of handicapping condition to behavior:______________________________
____
____

5. PLACEMENT OPTIONS AVAILABLE TO THE STUDENT FOR THE NEXT ENVIRONMENT:
Developed Options:______________________________
____
Undeveloped Options:______________________________
____
Most likely future placement based on current client information and CST recommendations:______________________________

6) CRITERIA FOR ENTRANCE INTO FUTURE PLACEMENT (List specific skills to be developed in each domain required for successful transition to the next environment):
A. Independent/domestic living skills:
1. Personal hygiene skills:______________________________
2. Health maintainence skills:______________________________
3. Clothing care & skills:______________________________
4. Household skills:______________________________
5. Mobility and travel:______________________________
7 Shopping:______________________________
8. Money management:______________________________
9 Safety skills:______________________________

B. Vocational Skills:
  1.Work proficiency: ____________________
  2.Work rate: ____________________
  3.Work quality: ____________________
  4.Work perseveration level: ____________________
  5.Work repertoire: ____________________
  6.Work endurance: ____________________
  7.Functional Academics: ____________________
  8.Other: ____________________
C.Leisure Skills:
  1.Hobbies: ____________________
  2.Participation in group activities: ____________________
  3.Other: ____________________
D.Personal/Social Interaction Skills:
  1.Sex education: ____________________
  2.Verbal interaction skills: ____________________
  3.Affective skills: ____________________
  4.Other: ____________________
E.Academic Skills:
  1.Study skills: ____________________
  2.Math: ____________________
  3.Reading: ____________________
  4.Language Arts: ____________________
  5.Other: ____________________

5. RELATED SERVICES   Time to be provided:

Occupational Therapy: ____________________

Physical Therapy: ____________________

Speech Therapy: ____________________

Adapted Physical Education: ____________________

Other: ____________________

9.) How will this student's attendance in school programs be credited by the school district?
( )Certificate of Program Completion
Expected year of issue:______________________________
( )Standard High School Diploma
Expected year of issue:______________________________
( )Modified High School Diploma
Expected year of issue:______________________________

10.) CHILD STUDY TEAM PARTICIPANTS

Position	Signature	Date
Administrator/Designee	______________________________	
Parent	______________________________	
Classroom Teacher(s)	______________________________	
	______________________________	
	______________________________	
Special Educator(s)	______________________________	
____________________	______________________________	
____________________	______________________________	
____________________	______________________________	

Dissenting report will be attached:___NO ____YES
If YES, indicate who will attach report:

____
(Name) (Position)

If parent did not attend, document opportunity was provided to participate:______________________________

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DATE:
CASE MANAGER:

INDIVIDUAL EDUCATION PLAN

PUPIL INFORMATION:
Pupil ______________________ D.O.B. ______________________
School ______________________ Grade ______________________
Duration of IEP: from ______________________ to ______________________
Parent/Guardian ______________________
Address ______________________
Phone: ______________________
(Home) (Work)

SPECIAL EDUCATION TO BE PROVIDED

Type of Instruction	Person responsible	Hours p/w	Dates start-end	
_____ Self-Contained				
_____ Special Class				
_____ Community-Based				
_____ Vocational				
_____ Other				

PLACEMENT - LEAST RESTRICTIVE ALTERNATIVE

Hours per week
_____ Self-Contained ______________________
_____ Resource Room ______________________
_____ Regular Class with Support ______________________
_____ Other ______________________

PARTICIPATION WITH NONHANDICAPPED STUDENTS

Hours per week
Regular music ______________________
Regular art ______________________
Regular P.E. ______________________
Peer Tutor/Buddy ______________________
Assemblies and/or meals ______________________
Other ______________________

RELATED SERVICES TO BE PROVIDED

	Date	End Date	Time to be Provided
Occupational Therapy			
Physical Therapy			
Speech Therapy			
Adapted Phys.Ed			
Other			

Most likely future placement based on current client information and CST recommendation: ______________________
____

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ANNUAL GOALS AND SHORT TERM OBJECTIVES

DOMAIN:

___Independent living/ Domestic Skills ___Academic Skills

___Vocational Skills ___Personal/Social Skills

___Recreation/Leisure Skills

Criteria for entrance into future placement (list specific skills required for sucessful transition):________________________________

Present level of performance________________________________

Annual Goal# ___:________________________________

Short term objectives (Written in behavioral terms with criteria for evaluation of objectives and a timeline for evaluation: Please circle appropriate setting:

Date start/end

1.1 Home School Community________________________________

1.2 Home School Community________________________________

1.3 Home School Community________________________________

1.4 Home School Community________________________________

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IEP PROCEDURAL SAFEGUARDS

The law has PROCEDURAL SAFEGUARDS built into it which protect you and your child. These are meant to assure that you can be involved in educational decision making for your child.

1. YOU, AS A PARENT HAVE THE RIGHT TO BE NOTIFIED WHENEVER THE SCHOOL
   a. wishes to evaluate your child
   wants to change your child's educational placement; or
   c. refuses your request for an evaluation or for a change in placement

2. YOU MUST GIVE YOUR WRITTEN CONSENT BEFORE THE SCHOOL CAN EVALUATE YOUR CHILD OR PLACE YOUR CHILD IN A SPECIAL EDUCATION PROGRAM.

   The school cannot conduct an evaluation without your permission. IT IS ALSO IMPORTANT TO UNDERSTAND THE FOLLOWING ABOUT EVALUATIONS:
   a.If your child is evaluated and you disagree with this evaluation, you have the right to obtain an INDEPENDENT EVALUATION. The school must provide you a list of places where you can get an independent evaluation at school expense, if the school's evaluation was inappropriate.

   b.When, at any time after your child's placement in a program, you suspect that the placement isn't the right one or that a change has occurred in your child's abilities, you have the right to request a RE-EVALUATION by the school.

   c.The school must re-evaluate your child at least every three years, or more frequently if his or her condition changes or if you or your child's teacher requests it.

   d.Any testing that is done on your child must be given in the LANGUAGE HE/SHE KNOWS BEST (for example, if your child's primary language is Spanish and the language he or she understands best is Spanish, this is the language in which he or she must be tested). Also, students who are deaf have the right to an interpreter during the testing.

3. YOU HAVE THE RIGHT TO REVIEW ALL OF YOUR CHILD'S RECORDS.

4. YOU HAVE THE RIGHT TO PARTICIPATE IN DEVELOPING YOUR CHILD'S INDIVIDUALIZED EDUCATION PROGRAM (IEP).

5. THE SCHOOL MUST FULLY INFORM YOU OF ALL THE RIGHTS THAT ARE PROVIDED TO YOU UNDER THE LAW.

6. YOU HAVE THE RIGHT TO AN IMPARTIAL DUE PROCESS HEARING IF YOU DISAGREE WITH ANY DECISION THE SCHOOL MAKES ABOUT YOUR CHILD.

If you have questions about your rights, or any part of the Special Education process, please contact your School Administrator. Additional written information about your rights and the Special Education process is available on request.

Sign the appropriate statement:

I have had the opportunity to participate in the development of this INDIVIDUAL EDUCATIONAL PROGRAM and approve of its content and the educational placement/service for my son /daughter. I also understand my parental rights.

Parent/Guardian ____________________ Date __________

I disagree with the Individual Education Program and do not approve the educational placement.

Parent/Guardian ____________________ Date __________

The following persons have participated in the development of this IEP:

Signature	Position
	Administrator or Designee
	Regular Education Teacher
	Special Education Teacher

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JOB SKILLS INVENTORY

I. GENERAL INFORMATION ABOUT THE PROPOSED PLACEMENT

(A) Potential Employer: ____________________

Address: ____________________

Telephone: ____________________

Specific job under consideration: ____________________

(B) Work site settings in which this student will be expected to function:

1. Characteristics of the general physical plant: ____________________

2. Physical characteristics of the proposed work station: ____________________

(C) Working conditions:

1. Working hours: ____________________
2. Days off: ____________________
3. Schedule breaks: ____________________
4. Overtime: ____________________

Work schedule for this work station:

(time)	(location)	(activity)	(supervisor)

I. GENERAL INFORMATION ABOUT THE PROPOSED PLACEMENT (cont.)

(D) Social environment:

Describe the visible characteristics of fellow workers in brief, general terms:

____

____

____

____

II. SPECIFIC REQUIREMENTS OF THE WORK PLACEMENT

For each of the areas noted below, briefly describe the physical requirements of this placement in behavioral terms. Note whether this placement could be successful in the worker lacking skills in these areas.

SKILLS AREA	MINIMUM SKILLS REQUIRED FOR SUCCESSFUL PLACEMENT	ACCEPTABLE ADAPTATIONS	STUDENT HAS THESE SKILLS	STUDENT MUST BE TRAINED IN THESE SKILLS
1. Gross Motor				
2. Physical strength/ stamina				
3. Fine motor				
4. Visual skills				
5. Auditory skills				
6. Speech/language skills: a. expressive language				
b. receptive language				
c. ability to follow specific directions: one step directions	List directions specific to the job under investigation here			
two step directions				
three step directions				

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II. SPECIFIC REQUIREMENTS OF THE WORK PLACEMENT (cont.)

For each of the areas noted below, briefly describe the basic personal, social and/or interpersonal requirements of the job in behavioral terms.

SKILLS AREA	MINIMUM SKILLS REQUIRED FOR SUCCESSFUL PLACEMENT	ACCEPTABLE ADAPTATIONS	STUDENT HAS THESE SKILLS	STUDENT MUST BE TRAINED IN THESE SKILLS
1. Coffee breaks				
2. Lunch breaks				
3. Restroom use	List specific personal hygiene/ body care requirements			
4. Procedures which must be used to find additional work when assigned tasks are completed				
5. Interacting with others in unexpected situations				

II. SPECIFIC REQUIREMENTS OF THE WORK PLACEMENT (cont.)

For each of the areas noted below, briefly describe the basic functional academic requirements of the job in behavioral terms.

SKILLS AREA	MINIMUM SKILLS REQUIRED FOR SUCCESSFUL PLACEMENT	ACCEPTABLE ADAPTATIONS	STUDENT HAS THESE SKILLS	STUDENT MUST BE TRAINED IN THESE SKILLS
1. Reading skills				
2. Math skills				
3. Writing skills				
4. Time-telling skills				
5. Telephone skills				
6. Categorization/discrimination skills required				
7. Critical short-term memory requirements				

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II. SPECIFIC REQUIREMENTS OF THE WORK PLACEMENT (cont.)

For each of the areas noted below, briefly describe required basic machine/tool skills in behavioral terms. Note adaptations which could be made which would allow the client to successfully compete.

SKILLS AREA	MINIMUM SKILLS REQUIRED FOR SUCCESSFUL PLACEMENT	ACCEPTABLE ADAPTATIONS	STUDENT HAS THESE SKILLS	STUDENT MUST BE TRAINED IN THESE SKILLS
1. Machine operation				
2. Tool handling				

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III. PROGRAM MANAGEMENT ACTIVITIES

(A) Transportation to and from the work site

1. Mode(s) of transport available:

   ( ) School bus
   ( ) Contracted transport
   ( ) Public transport
   ( ) Parents
   ( ) Other

2. This student will be:

   ( ) Assisted with transport
   ( ) Unassisted with transport

3. Distance the student will be required to travel:

   ( ) 0-5 miles
   ( ) 6-15 miles
   ( ) More than 15 miles

4. Time required for the student to reach work site:

   ( ) 0-30 minutes
   ( ) 30-60 minutes
   ( ) More than 60 minutes

(B) List all community/state agencies which share responsibility for serving this student:

(Agency)	(Case Manager)	(Telephone)

(C) Informed consent and legal requirements:

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IV. PROGRAM MANAGEMENT ACTIVITIES

(A) Transportation to and from the school site

1. Mode(s) of transport available:

( ) School bus
( ) Contracted transport
( ) Public transport
( ) Parents
( ) Other

2. This student will be:

( ) Assisted with transport
( ) Unassisted with transport

3. Distance the student will be required to travel:

( ) 0-5 miles
( ) 6-15 miles
( ) More than 15 miles

4. Time required for the student to reach school destination:

( ) 0-30 minutes
( ) 30-60 minutes
( ) More than 60 minutes

(B) List all community/state agencies which share responsibility for serving this student:

(Agency)	(Case Manager)	(Telephone)

IV. JOB ANALYSIS

Specific job under consideration: ______________________________

TASK ANALYSIS:

Precisely state the individual components of the job under analysis. For each step, include performance criteria.

STEP	RATE	ACCURACY	DURATION
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

IV. JOB ANALYSIS (cont.)

STEP	RATE	ACCURACY	DURATION
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

SCHOOL SKILLS INVENTORY

I. GENERAL INFORMATION ABOUT THE PROPOSED PLACEMENT

(A) School: ____________________

Proposed Classroom Placement: ____________________

Address: ____________________

Telephone: ____________________

( ) Preschool placement
( ) Elementary placement
( ) Middle/Jr. High School placement
( ) Secondary placement
( ) Post-secondary placement for students 18-21 years

( ) Self-contained classroom
( ) Resource classroom
( ) Regular classroom

(B) School settings in which this student will be expected to function:

1. Characteristics of the general physical plant ____________________

2. Physical characteristics of the proposed classroom placement ____________________

(C) School conditions:

1. Length of the school day ____________________

2. Schedule for this placement (attach school schedule and/or calendar where appropriate)

(time)	(from)	(to)	(supervisor)

(D) Social environment:

Describe the visible characteristics of fellow students in brief, general terms

____

II. SPECIFIC REQUIREMENTS OF THE SCHOOL PLACEMENT

For each of the areas noted below, describe the physical requirements of this placement in behavioral terms. Note whether this placement could be successful if the student lacked skills in these areas.

SKILLS AREA	MINIMUM SKILLS REQUIRED FOR SUCCESSFUL PLACEMENT	ACCEPTABLE ADAPTATIONS	STUDENT HAS THESE SKILLS	STUDENT MUST BE TRAINED IN THESE SKILLS
1. Gross motor				
2. Fine motor				
3. Visual skills				
4. Auditory skills				
5. Speech/language skills: a. Expressive language				
b. Receptive language				
c. Ability to follow specific directions: one-step directions				
two-step directions				
three-step directions				
6. Leisure/recreation skills				

II. SPECIFIC REQUIREMENTS OF THE SCHOOL PLACEMENT (continued)

For each of the school activity areas noted below, describe the basic personal, social and/or interpersonal requirements of the activity in brief behavioral terms.

SCHOOL ACTIVITY	MINIMUM SKILLS REQUIRED FOR SUCCESSFUL PLACEMENT	ACCEPTABLE ADAPTATIONS	STUDENT HAS THESE SKILLS	STUDENT MUST BE TRAINED IN THESE SKILLS
1. Movement between instructional settings				
2. Between class breaks/recess				
3. Lunch breaks				
4. Field trips				
5. School assemblies				
6. Restroom usage: List specific personal hygiene and mobility requirements. a.				
b.				
c.				
6. Interaction with others in unstructured situations				
7. Bus riding/transport skills				

II. SPECIFIC REQUIREMENTS OF THE SCHOOL PLACEMENT (continued)

For each of the self-help areas noted below, briefly describe the basic requirements of the school placement in behavioral terms. Wherever possible, note adaptations which could be made contributing to the student's success in this placement.

SELF-HELP SKILLS	MINIMUM SKILLS REQUIRED FOR SUCCESSFUL PLACEMENT	ACCEPTABLE ADAPTATIONS	STUDENT HAS THESE SKILLS	STUDENT MUST BE TRAINED IN THESE SKILLS
1. Toileting/hygiene skills				
2. Feeding/eating skills				
3. Dressing skills				
4. Mobility skills				

III. RECOMMENDATIONS FOR PROGRAMMING

Skills which must be trained or accelerated for successful placement into this environment:

Skills which must be decelerated for successful placement into this environment (consider those behaviors which interfere with the acquisition of appropriate skills and behaviors):

DIRECTIONS FOR USING PARENT INVENTORY

There are three parts of the Parent Inventory: the Preliminary Structured Interview Form, the Parent Survey, and the Concluding Structured Interview Form. The Preliminary Structured Interview Form should be used in a one-to-one situation with the parent or guardian. The purpose of this interview process is to help the parents feel comfortable with thinking about future options for their child. The interview is an opportunity to explain some of the possible options and to define terminology used in various programs.

Also, during this interview the teacher or administrator can go over the Parent Survey Form which parents can complete with help or at home on their own, whichever they prefer.

The Parent Survey covers a wide range of skills and activities. Some of the skills will not be relevant for a particular child. For example, a mildly handicapped learning disabled child would exhibit competency in almost all the skill areas, so the parents could be urged just to fill out only the sections which are relevant; i.e. the section on social maturity, organizational skills, orientation to new environments. The survey does not ask for information about academic skills because this information would presumably be provided in other ways.

It is important to note that the Parent Survey should not be used with parents of profoundly handicapped children. Filling out the Parent Survey is intended to be a positive experience for parents. However, for the parents of a profoundly handicapped child there are so few items on the Survey which they can mark positively that filling it out can be an unpleasant experience. To avoid this kind of negative occurrence, we suggest that parents of profoundly handicapped children be asked the following open-ended types of questions:

What new skills would you like to see your child learning?

Where do you expect your child to be (living, working, attending school) in the next three years?

What have been some of your child's accomplishments during the past year?

What are some successful ways you have found for helping your child learn?

The final portion of the Parent Inventory should also be used in a one-to-one interview situation with parents. The purpose of the Concluding Structured Interview is to help parents draw conclusions from the information provided in the first two parts of the Inventory. In the Concluding Structured Interview parents can identify specific skills which their child needs to learn. These skills can become part of the Transition IEP which is then written for the child.

PRELIMINARY

STRUCTURED INTERVIEW FORM

VOCATIONAL SKILLS

1. Would you like your daughter or son to have a job at some point in the future?

_______yes _______undecided _______no
Go to question #4

2. Which type of placement do you consider most appropriate for your daughter or son, after being properly trained?

_______sheltered employment

_______competitive employment

Type of work you prefer, if any (example: food service):__________________

____

_______don't know

3. Which type of job do you consider most appropriate for your daughter or son?

_______full-time

_______part-time

_______either

_______undecided
Go to question #5

4. Which of the following best explains your feelings about future employment for your son or daughter? (Circle all choices that apply).

   a. He or she is too handicapped to ever hold a job.

   b. The income and benefits earned through working are not worth giving up their present government benefits.

   c. I would always worry about how my daughter or son was treated by the people she or he worked with and met on the job.

   d. Transportation to and from their job would be too large a problem.

   e. Other (please specify):____

   ____

5. Do you like the idea of job training being conducted at the school attended by your daughter or son?

_______yes _______undecided _______no
Go to question #8

6. Below is a list of possible goal areas. Please rank each of them on a scale from 0 to 5 as to how important it is in your opinion. The highest rating is 5, meaning great importance. The lowest is 0, meaning no importance. Ratings of 1, 2, 3 and 4 may be used to score between the extremes.

_______leisure skills training (learning to play checkers, etc.)

_______personal grooming skills

_______job training

_______recreational activities

_______functional academics (learning to tell time, count money, read, etc.)
Go to question #7

7. Which of the following types of job training do you feel would be proper for the school to include in its program? (Make a check mark beside your answers).

_______actual on-the-job training at locations in the community

_______practicing different tasks at the center (such as washing pots or cleaning bathrooms)

_______job simulation, including doing work and receiving token payment

_______actual subcontracting with various organizations to do such things as stuffing envelopes, with a piece-rate form of payment

8. Which of the following best explains your feelings about job training at the school (Circle letter of your choice).

a. My daughter or son is not going to work, and therefore I would rather see the center concentrate on something else.

b. I would feel that few if any of those attending the center would benefit from such training.

c. I feel the center is not able to handle such training adequately.

d. I feel it is not an appropriate activity for the center.

e. Other:____
Go to question #9

9. Listed below are some items of potential interest, when considering the possibility of a job for your son or daughter. Please find the three of most interest to you and rank them. The item of most interest will be marked 1, of second interest 2 and so forth.

_______job satisfaction for my daughter or son

_______possibility for increased social contact for my daughter or son

_______the gaining of additional income

_______increased sense of independence for my daughter or son

_______increased freedom for myself

_______other (please specify):______________________________

10. Listed below are several items of possible concern to parents of retarded adults as they consider employment for their daughters and sons. Please find the three of most concern to you and rank them as in the previous question.

_______possible loss of government benefits

_______quality of training for the job

_______possible mistreatment of my son or daughter by persons they work with or other persons met at the job

_______frustration possibly experience by my daughter or son

_______difficulty of getting him or her to and from work

_______whether or not there are appropriate jobs available with interested employers

_______other (please specify):______________________________

11. The information requested below would be helpful, but you are free not to answer.

a. the sex of your child attending school.

_______male _______female

b. his or her age:

_______under 20 years _______20-30 years

_______30-40 years _______over 40 years

12. Any other comments you wish to make with respect to the topics covered in the questionnaire (use reverse side if necessary):

I. COMMUNITY MOBILITY

For each of the following settings, please check the column that describes what your child does most often. Please note any behavior problems that frequently occur during the below activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
My child goes in: A. Family car				
B. Bus, train or plane				
C. Fast food restaurants				
D. Other eating establishments				
E. Other people's homes				
F. Department stores				
G. On errands (Banks, etc.)				
H. Movies				
I. Grocery stores				
J. Church				
K. Other (please specify)				

I. COMMUNITY MOBILITY (cont.)

For each of the following activities, check the column that best describes what your child does most often. Please note any behavior problems that frequently occur during the activities listed below.

	DOES NOT DO	DOES INDEPENDENTLY	DOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
Goes a few blocks from work/ home without getting lost				
Makes way around home, school or work without getting lost				
Understands and applies pedestrian rules (for example, walks on sidewalks, uses street signs and traffic signals, etc.)				
Uses bicycle to make way around the community independently				
Uses public transport to make way around the community				
Relies on parents/group home staff to meet transport needs				

I. COMMUNITY MOBILITY (cont.)

For each of the following activities, check the column that best describes what your child does most often. Please note any behavior problems that frequently occur during the activities listed below.

	DOES NOT DO	DOES INDEPENDENTLY	DOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
EATS IN PUBLIC PLACES				
Eats in public restaurants or fast food establishments				
Orders desired food items				
Makes purchases from public vendors/vending machines				

II. RECREATION SKILLS

For each of the following recreation settings, check the column that describes what your child does most often. Please note any behavior problems that frequently occur during the activities listed below.

	DOES NOT GO	GOES INDEPENDENTLY	GOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
A. Playgrounds/community parks				
B. Swimming pools				
C. Family picnics				
D. Family camping trips				
E. Horseback riding				
F. After school community program (Scouts, YMCA/YWCA, etc.)				
G. Gym program				
H. Go to summer camp				
I. Other (Please specify)				

III. LEISURE SKILLS

Check the box that best describes how your child does the following.

	DOES NOT DO	DOES INDEPENDENTLY	DOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
A. Plays simple board games				
B. Plays card games				
C. Plays ball games				
D. Plays alone with toys/ recreational equipment				
E. Plays cooperatively with another person				
F. Rough houses with parents, siblings or others				
G. Uses tricycle				
H. Uses bicycle				
I. Plays outside				
J. Watches T.V./Movies				

III. LEISURE SKILLS (cont.)

Check the box that best describes how your child does the following.

	DOES NOT DO	DOES INDEPENDENTLY	DOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
K. Listens to music				
L. Uses musical instrument				
M. List other activities not mentioned above				

IV. DRESSING, UNDRESSING & ASSISTANCE DURING DRESSING (cont.)

Please check the skill levels that best describe how your child does the following. (For any activities that your child does not do at all, mark NO). Please note any behavior problems that frequently occur during the below activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
DRESSING: Fastens: zippers					
velcro					
Puts on: shirt					
pants					
socks					
shoes					
boots					
underpants					
pants					
pajamas					
coat					
bra					
ASSISTANCE DURING DRESSING: A. Sits while being dressed					
B. Stands while being dressed					

IV. DRESSING, UNDRESSING & ASSISTANCE DURING DRESSING

Please check the skill levels that best describe how your child does the following. (For any activities that your child does not do at all, mark NO). Please note any behavior problems that frequently occur during the below activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
UNDRESSING: Takes off: shirt					
underpants					
pants					
shoes					
boots					
socks					
coat					
pajamas					
bra					
Unfastens: belt					
buttons					
zippers					
velcro					
DRESSING: Fastens: belt					
buttons					

IV. DRESSING, UNDRESSING & ASSISTANCE DURING DRESSING (cont.)

Please check the skill levels that best describe how your child does the following. (For any activities that your child does not do at all, mark NO). Please note any behavior problems that frequently occur during the below activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
ASSISTANCE DURING DRESSING: C. Extends arm while being dressed					
D. Bends arm when asked					
E. Extends leg while being dressed					
F. Bends leg when asked					

V. BATHROOM ACTIVITIES & HYGIENE

Please check the skill level which most accurately describes how your child does the following. For any activities that your child does not do at all, mark NO. Please circle three (3) bathroom & hygiene skills you would like your child to learn within the next year. List any behavior problems that frequently occur during the below activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
BATHROOM: A. Communicates a need to use bathroom					
B. Locates familiar bathroom					
C. Removes pants					
D. Sits on toilet					
E. Wipes self					
F. Pulls pants up					
G. Flushes toilet					
H. Washes hands					
I. Dries hands					
J. Other					

V. BATHROOM ACTIVITIES & HYGIENE (cont.)

Please check the skill level that most accurately describes how your child does the following. For any activities your child does not do at all, mark NO. Please circle three (3) bathroom & hygiene skills you would like your child to learn within the next year. List any behavior problems that frequently occur during the below activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
HYGIENE: A. Washes face with wash rag					
B. Rinses face					
C. Washes body with soap					
D. Rinses body					
E. Dries body with towel					
F. Washes hair					
G. Dries hair					
H. Combs hair					
I. Puts toothpaste on toothbrush					
J. Brushes teeth					

V. **BATHROOM ACTIVITIES & HYGIENE (cont.)**

Please check the skill level that most accurately describes how your child does the following. For any activities your child does not do at all, mark NO. Please circle three (3) bathroom and hygiene skills your would like your child to learn within the next year. List any behavior problems that frequently occur during the below activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
K. Rinses toothbrush					
L. Applies shaving cream					
M. Shaves self					
N. Rinses self					
O. Rinses razor					
P. Blows nose					
Q. Keeps nose clean					

VI. PERSONAL APPEARANCE

For each of the following activities, check the column that best describes what your child does most often. Please note any behavior problems that frequently occur during the activities listed below.

	DOES NOT DO	DOES INDEPENDENTLY	DOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
Maintains good posture				
Uses good gait				
Selects clothes that fit properly without assistance				
Selects appropriate clothing for work, play and other activities				
Selects appropriate clothing for changes in weather conditions				
Cares for own clothing: irons, cleans, mends				
Puts clothes away neatly in drawers or hangs up				
USE OF MEDICATIONS & HEALTH CARE NEEDS				
Accepts medications without difficulty				

VI. PERSONAL APPEARANCE (cont.)

For each of the following activities, check the column that best describes what your child does most often. Please note any behavior problems that frequently occur during the activities listed below.

	DOES NOT DO	DOES INDEPENDENTLY	DOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
Gives self medications that have been prepared by others				
Prepares dosages and gives self own medications throughout the day				
Is capable of recognizing problems with medications which require assistance				
Understands function of medicalert devices such as bracelets, necklaces, etc. and can direct others to the information contained in these				
Recognizes symptoms of physical illness in self or others				
Cleans & dresses simple wounds with bandaids or like materials				
Understands when to ask for assistance				
If epileptic seizures are a common occurance, can communicate onset of symptoms				

VIII. SEXUAL MATURITY*

For each of the following activities, check the column that best describes what your child does most often. Please note any behavior problems that frequently occur during the activities listed below.

	DOES NOT DO	DOES SOME OF THE TIME	DOES MOST OF THE TIME	ALWAYS DOES	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
Identifies self and parents using the words 'boy/girl' or 'man/woman'					
Identifies most body parts on self					
Identifies most body parts on persons of the opposite sex					
Identifies all body parts on self and persons of the opposite sex, including sex organs					
Uses correct names for body parts					
Understands which body parts are used for elimination					
Understands functions of individual sexual organs					
Correctly identifies activities such as hugging, kissing, intercourse					
Displays affection appropriately to family members					

* This should be interpreted for your child according to age and functional abilities

VIII. SEXUAL MATURITY (cont.)

For each of the following activities, check the column that best describes what your child does most often. Please note any behavior problems that frequently occur during the activities listed below.

	DOES NOT DO	DOES SOME OF THE TIME	DOES MOST OF THE TIME	ALWAYS DOES	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
Displays affection appropriately to friends and/or persons of the opposite sex					
Cares for needs during menstrual cycle					
Correctly identifies pregnant woman					

IX. SOCIAL MATURITY *

For each of the following activities, check the column that best describes what your child does most often. Please note any behavior problems that frequently occur during the activities listed below.

	DOES NOT DO	DOES SOME OF THE TIME	DOES MOST OF THE TIME	ALWAYS DOES	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
Is afraid of strangers					
Is overly familiar with strangers					
Behaves appropriately with persons of the same sex					
Behaves appropriately with persons of the opposite sex					
Cares for personal property of others					
Behaves in violent or destructive ways at times					
Behaves unacceptably in social situations					
Follows instructions when requested to do so					

* These behaviors should be interpreted according to your child's age or functional abilities

IX. SOCIAL MATURITY (cont.)

For each of the following activities, check the column that best describes what your child does most often. Please note any behavior problems that frequently occur during the activities listed below.

	DOES NOT DO	DOES SOME OF THE TIME	DOES MOST OF THE TIME	ALWAYS DOES	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
Uses appropriate interpersonal skills					
Gives information about self appropriate for age (name, age, address, telephone #, etc.) when asked					

X. HOUSEHOLD SKILLS

Please check the skill level that best describes how your child does the following. Please note any behavior problems that frequently occur during the below activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
A. Opens/closes door					
B. Turns light on/off					
C. Turns on radio/TV					
D. Picks up clothes					
E. Puts toys away					
F. Hangs up clothes					
G. Makes bed					
H. Dusts furniture					
I. Vacuums floor					
J. Empties garbage					
K. Scours sink, tub and toilet					
L. Cleans windows and mirrors					

X. HOUSEHOLD SKILLS (cont.)

Please check the skill level that best describes how your child does the following. Please note any behavior problems that frequently occur during the below activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
M. Puts dirty clothes in bin					
N. Sorts laundry					
O. Puts clothes in washing machine					
P. Transfers wet clothes to dryer					
Q. Unloads dryer					
R. Folds clothes					
S. Puts clothes in drawers					
T. Waters plants					

XI. MEAL PREPARATION, EATING SKILLS & CLEANUP

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
MEAL PREPARATION: A. Gets own snack or drink when hungry					
B. Plans meals					
C. Grocery shops					
D. Prepares meal items that require no cooking					
E. Prepares meal items that require cooking					
F. Takes meal items to table					
G. Sets the table					
H. Serves him/herself					
I. Pours own drink					

XI. MEAL PREPARATION, EATING SKILLS & CLEANUP (cont.)

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
EATING SKILLS: A. Drinks from cup					
B. Eats finger food					
C. Uses utensils					
D. Uses napkin					
E. Chews with mouth closed					
F. Eats at same pace as other family members					
G. Keeps food on plate while eating					

XI. MEAL PREPARATION, EATING SKILLS & CLEANUP (cont.)

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
AFTER MEAL CLEANUP: A. Cleans off table					
B. Washes and/or dries dishes by hand					
C. Loads dishwasher					
D. Unloads dishwasher					
E. Puts dishes and silverware away					
F. Prepares leftover food items for storage					
G. Returns leftover items to refrigerator and/or cupboard					

XII. MONEY HANDLING & BUDGETING

For each of the following activities, please check the column that describes what your child does most often. Please note any behavior problems that frequently occur during these activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
Uses some form of signature for legal purposes				
Uses money				
Uses own wallet or purse				
Makes correct change				
Adds coins of various denominations up to one dollar				
Uses banking facilities				
Saves money for particular purposes				
Controls own major expenditures				

XII. MONEY HANDLING & BUDGETING (cont.)

For each of the following activities, please check the column that describes what your child does most often. Please note any behavior problems that frequently occur during these activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
SHOPPING SKILLS				
Can be sent on simple purchasing errands				
Capable of selecting own clothing/food purchases				
Selects and pays for own purchases				

III CONCLUDING

STRUCTURED INTERVIEW FORM

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS INVENTORY. PLEASE SELECT FROM EACH INVENTORY AREA TWO (2) SKILLS THAT YOU WOULD LIKE YOUR CHILD TO LEARN IN THE NEXT YEAR. YOUR SUGGESTIONS WILL BE USED TO ASSIST WITH THE DEVELOPMENT OF YOUR CHILD'S INDIVIDUAL EDUCATION PLAN.

(1) COMMUNITY MOBILITY SKILLS:

A.

B.

(2) EATING IN PUBLIC PLACES:

A.

B.

(3) RECREATION SKILLS:

A.

B.

(4) LEISURE SKILLS:

A.

B.

(5) DRESSING SKILLS:

A.

B.

(6) BATHROOM & HYGIENE SKILLS:

A.

B.

(7) PERSONAL APPEARANCE SKILLS:

A.

B.

(8) USE OF MEDICATIONS & OTHER HEALTH CARE NEEDS:

A.

B.

(9) SEXUAL MATURITY NEEDS:

A.

B.

(10) SOCIAL MATURITY NEEDS:

A.

B.

(11) HOUSEHOLD SKILLS:

A.

B.

(12) MEAL PREPARATION & CLEANUP SKILLS:

A.

B.

(13) EATING SKILLS:

A.

B.

(14) MONEY BUDGETING & HANDLING SKILLS:

A.

B.

FROM THE LIST OF SKILLS YOU HAVE JUST SELECTED, CHOOSE FIVE SPECIFIC SKILLS THAT YOU FEEL ARE MOST IMPORTANT FOR YOUR CHILD TO LEARN IN THE NEXT YEAR.

1.

2.

3.

4.

5.